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ABSTRACT

Focusing on examination of the current status of small high schools, identification of the elements of successful programs, and formulation of a general program design, the report of the first year of the Small High Schools Project for Rural Alaska presents over 100 recommendations to help small high schools develop into effective institutions. How to achieve greater curriculum continuity, how to measure effectiveness of a high school program, how to reflect local culture in the curriculum, and the place of basketball in the schools are among the issues studied by field workers on-site for 8 months in 9 communities. Among successful program elements identified are strong community involvement and adaptation of standard programs to contemporary life in rural Alaska. The basis of a small high school program is seen as providing for the development of basic academic skills using experientially-oriented, project-centered activities emphasizing community resources; the program should be flexibly structured into a block schedule format and should revolve around three broad interdisciplinary study areas--communication arts, environmental studies, and human ecology. Other recommendations are that school districts recruit teachers carefully, and that information exchange networks and a "Small High School Program Development and Training Center" be established. (SB)

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Vol. I–A Preliminary Report of the Small High Schools Project

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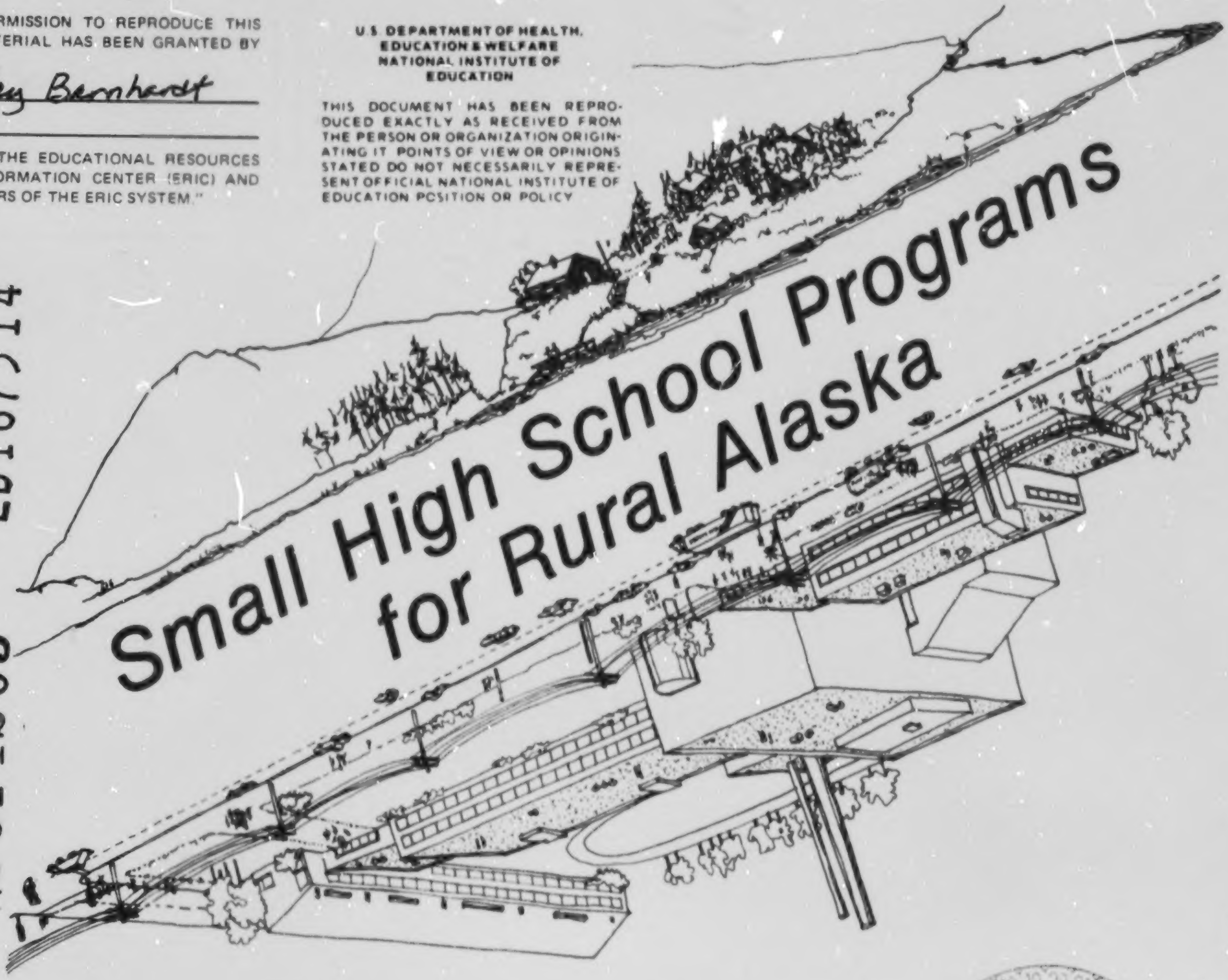

Small High School Programs for Rural Alaska

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Small High Schools Project

Small High School Programs for Rural Alaska
Vol. II
Curriculum Resources

Small High School Programs for Rural Alaska
Vol. III
Issues and Perspectives

* * *

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Small High School Programs
for Rural Alaska

Vol. I

A Preliminary Report
of the
Small High Schools Project

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February 1979

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SMALL HIGH SCHOOL PROGRAMS FOR RURAL ALASKA

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Readers' Response Sheet

Small High School Programs for Rural Alaska
Vol. I - A Preliminary Report of the Small High Schools Project

You are invited to submit your comments, reactions, and suggestions . . .

Please return to:

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I. INTRODUCTION

The following report is the product of the first year's endeavors of the Small High Schools Project, which was implemented through a State appropriation to the State Department of Education (Cross-Cultural Education Development Program) and a U.S. Office of Environmental Education grant to the University of Alaska, Fairbanks (School of Education, Center for Cross-Cultural Studies). The focus of the first year of the project was to examine the current status of small high schools, attempt to identify what was working and what wasn't, and then formulate a general design and set of recommendations for small high school programs that had the potential to help them develop into effective institutions. To accomplish this task, a group of graduate students were placed for eight months as on-site fieldworkers in nine varied communities around the state that were engaged in various stages of small high school development and operation. Their task was to learn how various community and school participants viewed the development of small high schools, and to observe the various approaches being used to determine which had promise and which didn't. The results of the various interviews, surveys, and observations were then assembled and sorted out by the project staff, including the graduate students (most of whom had extensive rural Alaskan experience) during a six-week summer workshop in Fairbanks. The result of that effort is the following report and recommendations.

The second year of the Small High Schools Project is aimed at further developing and field testing the ideas presented here, a task to which another group of graduate students and some cooperating teachers are currently addressing themselves. The final report, therefore, will not be issued until next year, after we have received reactions from various interested parties from around the state to this preliminary report, and have refined the ideas to the point where they are realistically attainable.

The report will be of little value if it is viewed as overly ambitious or out-of-touch with reality. Our hope is that, having developed this out of firsthand experience in the settings in which small high schools operate, it will make sense to the people involved and will help in the development of more effective and responsive small high school programs. Having gone through this exercise, it is our view that if some rather drastic steps are not taken soon to alleviate some of the problems small high schools are facing, the State will have failed in its bid to improve the quality of education for rural Alaskan students. Evidence of a backlash already exists, and more and more students are being short-changed each year. While skeptics might say the impending negligence is deliberate, it is our hope that good intent exists, and that by calling attention to the problem and offering some approaches to help alleviate it, the resources of the State, the school districts, the native corporations, the communities, the teaching profession, and the universities can be brought to bear in a unified effort to raise small high schools to a standard of performance of which we can all be proud. But much needs to be done, with little time to do it, so we can use all the help we can get. Please send us any ideas, suggestions or reactions that you may have.

The report is organized into three volumes. The first is the body of the report, including background, description, proposed program, and summary and recommendations. The second volume contains curriculum resource materials for schools that wish to pursue some of the ideas outlined in the report. The third volume is a collection of various papers and articles that address issues related to the development and implementation of small high schools in Alaska. If additional copies of any of the volumes are needed, write to the Small High Schools Project specifying the volume or item desired.

II. PROGRAMS FOR SMALL HIGH SCHOOLS IN ALASKA

A. Background

The central, sustaining feature of any school should be its program of studies. It is to the establishment and support of a "program" that all other features of a school system should be directed. An inherent characteristic of social systems, however, is that, once established, the original goals of the system often give way to organizational and administrative features of the system as a prominent concern of its members, and schools are no exception. The purposes for which small high schools were created have a tendency to get lost in the organizational push to replicate the institutional capability of a 2,000 student comprehensive high school in every community in the State, regardless of size, need, or capability. We cannot assume, however, that a small rural high school in Alaska must be patterned after its urban counterpart in Michigan. Instead, we must stand back and ask some basic questions about what we are attempting to do. What is a high school, and what are its purposes in the first place? What are the options as to what a high school can be? Who makes the decisions, and on what basis? How do you know if you have a high school, or just a collection of people doing something together?

While these questions would appear to be fundamental to the development of small high schools, the fact is they are seldom considered--until it is too late and the options have been limited by the construction of a "high school" building, the establishment of an "academic" program, and the placement of a properly "certificated" staff. The present pattern of school development is circumventing the opportunity for local input and variation in the design of school programs. But, how do we know what people want, and what is the range of options they are allowed to consider in making their wishes known? Whatever the responses to these questions, it is likely that they wouldn't make much difference anyway, because, in most cases, the persons available to implement the programs are themselves products of a conventional high school and have had no training to prepare them for developing or implementing unconventional programs. Their natural tendency, when thrown into an unfamiliar setting, is to recreate that with which they are familiar--presto, a standard comprehensive high school. Consequently, after a year or two of agonizing over why it's not working the way it did "back home," they move on to a more comfortable setting, and new recruits are brought in to start the process over again. Such is the lot of the student in the small high school--to teach new teachers the limitations of their preparation and of the system in which they are working.

It might be argued that if the small high schools aren't doing what is expected of them, the problem lies with the students rather than with the school. We won't attempt to mount a full scale refutation of that argument here, but will simply try to make some of our biases known. The school is responsible for providing a program that addresses the unique needs, and taps into the varying resources, of each student, rather than expecting all students to uniformly respond to a standardized experience designed at a particular time, in a particular setting to meet particular educational needs of a particular segment of the population. Derived from this point of view is the assumption that whatever measures of achievement are used to judge educational success, they are as much a measure of the school's achievement level as they are that of the students'. The ideas we present here are, therefore, in pursuit of ways in which to improve the school's ability to serve the needs of the students, rather than ways to get students to better conform to a preconceived design for a school program.

We are viewing a "program" as encompassing the structure, context, and method of instruction, as well as the curriculum content. Whatever problems small high schools have, they will not be solved by simply tinkering with the list of courses to be taught. Fundamental structural, functional, and organizational changes must be considered if high schools are to be effectively adapted to contemporary conditions in rural Alaska. But, before we pursue alternatives, let's take a look at what the small high schools look like today, so we can better determine how we might like them to look tomorrow.

B. Where Are We Today, and How Did We Get Here?

On September 3, 1976, the Governor of Alaska signed a Consent Decree as settlement of a civil class action suit brought against the State on behalf of "Alaska Native children of secondary school age." In this settlement, the State agreed that:

a) Every child of school age has the right to a public education in the local community in which he resides.

b) Neither the department (of education) nor a district may require a child to live away from the local community in which he resides to obtain an education (4AAC 05.030).

Therefore:

a) The governing body of a district shall provide an elementary school in each community in which eight or more children are available to attend elementary school.

b) Unless the local school committee of the community requests that no secondary school be provided in that community, ...the governing body of the school district shall provide a secondary school or, if so requested by the local school

> committee, a partial secondary school program in each community in the district in which:
>
> 1) there is one or more children available to attend a secondary school; and
> 2) there is...an elementary school operated by the district, or there is an elementary school operated by the Bureau of Indian Affairs (4AAC 05.040).

Thus began the transfer of responsibility for rural secondary education from State- and Federally-operated boarding schools and high schools in urban and regional centers, to the newly created Rural Educational Attendance Areas and school districts serving the 126 small rural communities named in the Tobeluk vs. Lind settlement. The educational rationale for the shift of emphasis from large schools in distant locations to small schools in the students' home community is summarized in the "Statement of Agreed Facts" that accompanied the settlement:

> The assumed educational benefits of larger secondary schools have not materialized for most village students. The majority of such students have not enrolled in specialized curricula but in basic courses which can be taught in village schools. Village secondary schools offer a basic skills curriculum, which can be enriched by a variety of supplementary programs, in a personal atmosphere and in small-group situations. Local traditions, customs, and skills can be transmitted from the adult generation without the severe social dislocation inherent in removing adolescents from familiar surroundings (Tobeluk vs. Lind, 1976).

The basic contention of the plaintiff in bringing suit against the

State, however, was that many predominantly non-native communities were already being provided with a local secondary program, while predominantly native communities of similar size were not, which implied a pattern and practice of racial discrimination "which unduly burdens the exercise of plaintiffs' right to a public education." The basis for the consent decree, therefore, was not compelling evidence of the educational advantage of small high schools over the earlier boarding programs (though the inadequacy of the boarding programs was amply documented--see Kleinfeld, 1973), but rather it turned on narrow legal grounds of racial discrimination regarding the availability of a local high school program to some communities and not to others. As a result, a high school program was to be established in every community in the State with an elementary school and one or more secondary students, unless the community specifically declined such a program (which some communities have done--see Volume III). Little thought was given to the kind of educational activities that would be most appropriate for all these new high school programs.

The push was on, and, within a year of the settlement, nearly thirty new high schools were established, ranging anywhere from one to six teachers and one to 100 students. Each of the 126 communities was faced with the question, "Do we want a high school program in our community?" But, that wasn't always the question they were responding to when they gave their answer. In many communities, for example, the more immediate question was, "Do we want a gymnasium for our community?" The establishment of a high school meant the construction of a new set of facilities in the community, and a high school, naturally, includes a gym. "Of course, we want a high school!" said most communities, so the State Department of Education and the school districts put their energy and resources to the task of complying with the communities' wishes that "high schools" be constructed as soon as possible. Consequently, again, little time and attention was given to what was to go on in these new facilities (except for the gym, of course).

This is not meant to imply that a gym is not an important and needed facility for rural schools and communities, nor that it is the only reason communities sought a high school program, but rather to point out that thoughtful planning as to what kind of high school "program" was desired has often been overshadowed by the press to "Get that gym built!", or to "Keep our young people at home!". Though the school districts usually made hasty attempts to obtain community input regarding the type of high school program they wanted, the opportunity to pursue serious alternatives was severely limited by the press of time and the inadequacy of the decision-making processes used, so that most facilities were designed and built around a conventional high school model.

In general, where new facilities have been built, the adaptability of the programs of study to the particular needs and conditions of the community has been inhibited rather than enhanced by those facilities. Most initial programs of study, such that they are, have been spontaneous productions on the part of the teachers, with little outside guidance or support from the district or the State. Consequently, the teachers have had to resort to effective utilization of those resources and facilities most immediately available to them. Where no regular high school facilities were readily available, teachers were required to be more adaptive and innovative in what they taught and how they taught it (though some have used this as an excuse not to teach much of anything). While the lack of adequate facilities has imposed its own set of hardships and problems for the teachers, the provision of elaborate facilities sporting the latest furnishings which modern technology has to offer does not appear to be the magic solution to the small high school's problems either. There is still the prior question of "What kind of educational program is most appropriate for high school students in rural Alaska?" and that question tends to get lost in the State's rush to comply with a consent decree (build a facility), the communities' desire to get a gym (use a facility), and the teachers' efforts to keep all the machinery running (operate a facility). It is left to the student down at the end of the line to extract some kind of useful learning experiences from all of this and thus piece together an "education".

There are, of course, exceptions to the general description of conditions outlined above. Some communities are taking a cautious, self-examining, year-at-a-time approach to the development of a high school program. Some districts have employed a curriculum development specialist to work with the communities and schools in developing a coherent locally-responsive curriculum framework for the district. Some principals and custodians have learned how to operate "a Cadillac school in a Model T environment." And, some teachers have created exciting, innovative programs that have realistic meaning for their students. But, these are still the exception rather than the rule. For most rural Alaskan students, going to high school is still a rather dull routine, played out pretty much in the manner of students attending larger, impersonal high schools elsewhere in the country. The following accounts of the ups and downs in one day in the life of three students in three small rural Alaskan high schools are not unusual.

Student A

"March 14, 1978. Woke up this morning at 8:30, I heard the wind blowing and was glad, I thought I won't go to school today. But my mom told me to get up. I asked her if it was bad, but she said that she could see the school from where we live. I took my time getting ready. But, my dad told me to hurry up and he told me he was going to take me to school by sno-go. I didn't have my breakfast because it was ten minutes to 9:00. When we got to the school it was five after 9:00. I went to my first period class, which is typing and it's my favorite class. As usual, we had to type some words from the book. I finished three papers since I was having fun. Time went so fast, and before I knew it, it was time for my second period class. I usually hate going to my second period class since we always just sit around and read. But, today it was different. We were watching a movie for the first time I have been in that class. It lasted till the end of the second period class. It was time for the third period class and I wasn't really looking forward to having it. (It's my Algebra II class.) Because I didn't get done with my homework. And I didn't quite understand what we were doing. But, then my teacher explained what we were suppose to do. Finally I understood. Time went so fast. It was time for my fourth period class. I didn't do much in there. I sat around because I didn't have nothing to do and I have finished my project. During lunch we ate chili/rice (my favorite foods). I finished my food and I went to the typing classroom to get done with the assignment that I didn't do yesterday. A few people came in and they listened to music. One of my friends came in and we talked and laughed. The class finally started. I worked on two pages since they were kind of hard for me. I talked with my friend since we were both kind of lazy. About fifteen minutes later we all went down to the store to do some checking on the price of the things they were selling at the store. When we got done, we went back to the school. I was really tired when we got to the school and it was kind of cold. My ears were really cold. Man it was good to be back in the building again because I was really tired and cold. I went to the restroom to take off my coat. When I went in there my friends were in there. We talked for a while. One of the girls came in and told us it was time for period six. I didn't feel like going to my sixth period class. I was going to skip it because I didn't have much to learn in there, I mean I thought I knew enough Yupik to learn more. But I decided to go to it. When I went in there the students were taking a test on some Yupik words. I took the test and man, it was hard. I mean we had to take a test on some Yupik words. Test was over before the school was over. So, we had to sit around and do nothing. That's the most part I hate about that class. Me, and one of the girls in that class talked. We talked about the time we used to be at St. Mary's High School. Then she started talking about the tournament which is coming up soon here in (the village). Class was finally over. I went to get my coat. I was just about to go home when these two girls came to me and asked me to go with them to the store. I was lazy to go down. I told them that I want to go home and do my chores. I went home and I got so lazy to do anything I laid down and I fell asleep. I guess I slept till supper time. I had my supper and I watched T.V. for a while and my mom told me that there will be singing in the church. My baby brother went with me. We went over and stayed out for a while. Then, we went to the church. We sang. I met one of my friends there. We sang. My brother kept on bugging me to take him to the movies. Movie was about King Fu. It lasted for more than an hour. When they were done, I went home. I didn't do much. I went to bed around 9:45 and I fell asleep."

Student B

"In the morning, I got up, dressed, washed up, had a glass of milk, got on my coat, and came to school. In P.E., we had to do our exercises first. Then, we had to do an obstacle course. After that, we had ten minutes to chug around. Then, my next class was voc. ed. Took a test. It was a paper and pencil test on mechanics--fixing bikes--how you put the engine together. After we finished the test, we had to wait until it was time to go. Reading lab--third period. We played a game with Peter and he won. It was Scrabble. Then, after I was through, I went to the store and bought a six-pack of Coke and two Mr. Goodbars and went to English 3. I gave two cans of Coke to Barnie and one can to Perry. Kept three cans to myself. In English 3, we were reading poems. I forgot the name. It took us all through the period. Then, after that class was over, we ate lunch.

George took the tennis table in the science room, and we played a game, until it was time to start Science 1. In Science 1, we had to finish up our questions before Monday. Then, after we were through, it was time to go to our next class. It was study hall. Frank and I went to the typing room and played cards. The class was over at 2:35. Then, I went to last period class. That was American History and the substitute teacher was Ruth Gill, and we were talking about things and reading a Time magazine."

Student C

"Today is May 16, 1978, Wed. This morning I got up at 8:00. I ate mush bread and juice to drink. I was lazy to walk up school but I had to. After I ate I took off my curls and had hard time finding it so I decided to use a scarf. I got my coat, put on and walked up school. While I was walking up school I saw Rachel. I asked her if she got snuff. She said no. So we walked up. Then we reached the school. I hung my coat and went to class. I was almost late but I made it. After Mr. Brenke took roll call we went down the gym and had health. In health we talked about the four food groups. After health we went to Miss Matilda's class and do the same ol' work. Then lunch time came. I went down to check mail. But there was no mail. While I was up the road Mrs. Morris called me to have lunch. So I went up for lunch. We had duck soup. After lunch Russ, Rachel, and I walked to school. We played tag until the bell rang. We went to Miss Matilda's class and had bilingual. After bilingual we went to Miss Peterson's and had a test on social studies about the West Africans. Then we had science. In science we dissected a frog. Then school was out. I had a long day."

The school day, as experienced by these students, involves a repetitious series of fragmented, standardized activities presumed to have some inherent, universal educational value. The schools seem to be saying, "If it's good enough for Kalamazoo, it's good enough for the village too!" Wherever you go, the curriculum looks basically the same--the traditional subjects, with the traditional allotment of 50 minutes per day, offered in the traditional classroom setting, using the traditional teaching methods and materials. But, some things are not so traditional--teachers are burning out and leaving at an extremely high rate (50 percent - 100 percent turnover in many schools); students are resorting to extreme measures in response to their plight (three successful and at least six attempted suicides in one year at one school); academic achievement levels are consistently below national norms (only three out of 22 students in one school scored above the 50th percentile on a national test of academic progress--the use of which is a questionable practice in itself); and schools are being called upon to provide an ever-expanding array of special programs that derive from the unique physical and cultural setting in which they operate in rural Alaska (bilingual/bicultural, Indian Education Act, Johnson-O'Malley, special education, Title I, etc.). So, the approach to a high school program that may be appropriate for Kalamazoo (though some people there are questioning it as well) may not be appropriate or adequate for rural Alaska. And, as the initial excitement of the new small high schools wears off, more and more schools and communities are having to face those elusive issues. Why are teachers leaving? Why are students frustrated? Why are test scores so low? Why aren't the schools doing everything we would like them to do? The answers to these questions don't come in nice, simple, quick, easy solutions. They require looking at the system from the bottom up, and from the outside in. We will attempt to do that now by examining some of the most pervasive issues as they are being confronted by the schools and communities today and then explore some of the alternatives that are emerging in various corners of the State.

C. Current Issues in Small High School Program Development

Following are some of the main program issues that are being confronted by small high schools in Alaska today. Some are issues that any high school program must address. Others are unique to small high schools, while still others derive from particular conditions unique to rural Alaska. All will be treated as special problems of small high schools in a rural Alaskan context. To the extent that the treatment of the issues is generalizable to other situations, others are welcome to make use of it, but the concerns expressed here are immediate and focused on the rural Alaskan scene.

Issue #1 - What should a small high school in rural Alaska be doing?

The most pervasive feature of small high schools at present is their general lack of direction. Although all schools can provide a list of courses which are presumably being offered, and some districts have gone as far as developing a district-wide curriculum complete with a list of goals and objectives, little attempt is being made in any school to rigidly adhere to an explicit course of studies, because none that are currently in use are deemed adequate. What one sees on paper and what one sees in practice in the school are often quite different. While such evidence of adaptability may appear desirable on the one hand, the lack of coherence, integration, cumulation, and purposefulness in the learning experiences that result from such a random approach, are clearly not desirable. This lack of direction is not something that can be blamed on any one set of participants in the process. It derives, in part, from our attempt to transplant, intact, an institution (the school) designed for one set of conditions into a setting in which the conditions are quite different, without preparing anyone for the adjustments they must make to make that institution work in the new setting. In addition, we load down the school in small rural communities with functions it was never designed to serve in the first place, including a variety of social services, community recreation programs, cultural revitalization activities, employment services (CETA), and specialized vocational/career training. There is no question that each of these services is important in itself and serves a useful and often necessary function in these communities. They might even be minimally achievable by a reasonably large, well-endowed, diversified institution. But when the added burden of these services is thrust upon the framework of a small-scale version of an institution already traumatized by a web of conflicting expectations regarding even its most basic function (instruction), we cannot expect much more than a disaster. And, in many small high schools, that is what we are potentially creating.

So what can be done about these potential "disasters"? How can a realistic direction for small high schools be established and what are the steps necessary to move in that direction? While some suggestions for a basic program will be provided in the last section of this chapter, a few prior issues and alternatives need to be discussed first.

A central problem in establishing direction for small high schools as they are presently operating is that they are overloaded. They are trying to do too much with too little. The standard response to this problem is to put in more--more money, more teachers, more materials, more facilities, and more programs. But more and bigger does not necessarily solve the problems (Averich, et al., 1972), and in fact, may create more and bigger problems, as indicated by the following statement of a small high school principal:

> *The major problem that will be faced by not only our school* and the district, but every small school, will be one that only a few people are looking at so far. With new schools springing up like spring flowers all over the state, money is being made available to build these monuments to the architects' greed, but one day the districts, perhaps the communities, are going to have to support these oversize, over-automated monsters. Each community wants the best school possible for their children, a very human desire. The architect works with the community to be sure the very top dollar amount allowed by State regulations are reached. Gymnasiums, swimming pools, automatic this and futuristic that is designed in, generally without a manual bypass. In a year the automatic does not work or requires special service personnel to be brought in from Anchorage or Fairbanks, occasionally from the "South 48." In most cases schools are already pushing the limit of available operational monies. The question is already being asked in many places, where will the money come from to operate these physical plants? Fact: in 1977-78 the local school fuel budget ran $96,000.00. The new school, currently under construction on a per unit estimate will just double that amount for fuel alone. Budgetary limitations necessitated three budget cuts during that same school year. When cuts in the budget are required it is generally the instructional program that suffers. This is a hard cold fact that must be faced one day. You may have the finest building in the world, but without a decent instructional program, you have nothing!

Small high schools have evolved in Alaska (for independent reasons) at the same time that large, comprehensive high schools are coming into question in rural communities elsewhere in the country (Sher, 1977). A major study of the relative effects of big schools vs. small schools has indicated that small schools provide distinct advantages with regard to the potential depth and personal quality of learning experiences that can be obtained. In small schools, students were found to participate more, school meant more to them, they were more tolerant of others, they formed closer, more lasting relationships, they were more effective in group processes, they could communicate better, they were more productive, and they found their work more meaningful (Barker and Gump, 1964). Small schools are more closely and integrally tied to the communities in which they operate and are, therefore, in a position to contribute more effectively to the development of student self-concept and sense of control, both of which are factors closely related to academic achievement (Weaver, 1975). Small schools also tend to allow for greater local control by being more directly tied to community resources and support systems, thus providing for a greater degree of shared responsibility between professionals and lay persons (Tyack, 1974). Given the above as *potential* benefits of the small high schools in Alaska, it would be unfortunate if we tried to resolve their current problems and inadequacies by emulating a model that is being questioned elsewhere because it is deficient in the very qualities we are seeking.

If bigger isn't necessarily better, what then can be done to make small high schools better? First of all, we need to give some thought to just exactly what it is we want the high schools to do. There are a variety of possibilities to choose from, but the school is equipped to do some things better than others, and it cannot be expected to do everything. So some hard decisions must be made, but they must be made by a widely representative body with a clear understanding of the various options available.

Issues are often cast in inappropriate and overly simplistic "either-or" terms. "Students must be prepared for *either* life in the village, *or* life outside." "The school program must have *either* an academic emphasis, *or* a vocational emphasis." "Students should be treated *either* as individuals *or* as members of a social group." "Native culture is a factor *either* to be overcome by the school, *or* to be integrated into the school program." While these are all significant issues, they are not as dichotomous as is implied in the way they are often discussed. It should not be necessary for communities and students to have to choose between life in the village *or* life outside, between academic *or* vocational training, between native cultural ways or non-native cultural ways. These are all inherent aspects of everyday life for all students in rural Alaskan communities and should be treated as inter-related elements of a larger social process, rather than as forced choices implying that it has to be either one way or the other.

When educational issues are cast in dichotomous, forced-choice, prescriptive terms, the program decisions tend to revolve around what is to be offered (content), rather than how it is to be offered (a process). Communities are asked to make decisions about program content in anticipation of an implicit end product on the assumption that those responsible for implementing the program are prepared to enter into a process that will produce that end product. However, education is not such an exact science that educators can accurately predict that what goes in here will come out like this over there. Nor is such predictability necessary.

The school's role is to assist youth in their passage into adulthood, but adult roles are varied and changing and, therefore, should not be approached in such a prescriptive manner that it limits the individual student's options. Education should be viewed, rather, as a social process involving continuous growth, adaptation and change on the part of those being educated, and, therefore, requiring the same on the part of the educational program. As we develop small high school programs we need, therefore, to think of learning as an ongoing process into which the school is to enter and contribute something useful. We need not predetermine what the outcomes should be, but we do need to involve everyone in the educational process who has a stake in the outcomes--particularly communities, parents, and students--so that they can provide an ongoing role in shaping the direction of the process.

While small high schools have adapted to rural Alaska in limited ways because of their small size and remoteness, most still persist with the conventional curriculum framework that one finds in larger high schools elsewhere, and they are still framing the resulting problems with the conventional, either-or, content-oriented options. However, the nature of the problems are such that they will not be resolved by adapting this reading series, or purchasing that science kit. We need to reconsider the basic structure around which the school program is organized and explore alternative ways to bring that structure in line with the functions we want the school to serve.

If this is to be accomplished we need to think of the school in terms of its overall impact on the students who pass through it, rather than in terms of its day-to-day operation. The day-to-day activities should always derive from a close familiarity with the students, and an understanding of what the school can do to assist those students into adulthood. The activities of the school, then, should be a natural outgrowth of everyday life outside the school, and should encompass all aspects of that life as it is, or can expect to be experienced by the students. Subsistence living and employment are not mutually exclusive alternatives, but are both integral elements in the ebb and flow of life in a village. They should, therefore, also be integral elements in the ebb and flow of life in the school. Life in the village and life in Anchorage are not independent of one another, but are both interrelated aspects of a larger social-political-economic system of which we are all members. They should, therefore, both be reflected in the learning opportunities available to students in the school. Native cultures, as well as non-native cultures, are not static, autonomous states of being, but are all involved in a mutually influencing, constantly adaptive process of change. They should, therefore, all be recognized by the school as equally valid ways of present day life to be nurtured, explored, and appreciated for what they are, as well as for what they were and for what we would like them to be. Students should not have to make choices (or have choices made for them) between subsistence or employment, between the village or Anchorage, or between native culture or non-native culture. All of these are, or will be, reflected in the totality of their life experiences, and, therefore, should also be reflected in their school experiences. As communities and districts attempt to sort out what they want their high schools to do, they need to think in general terms as to what the school can do to assist the students as they evolve into a multiplicity of roles.

The primary thrust of a particular high school program, then, should be on the development of generalizable skills applicable in a variety of settings, rather than on a limited number of particular skills that may or may not be useful to the students as they assume various adult roles. With such an approach, subject matter content serves as a means, rather than as an end in itself. The ends become defined in terms of ongoing processes (critical thinking, problem-solving, etc.), rather than as an itemized list of facts or specific competencies. (A more detailed rationale for this approach is included in Volume II--Barnhardt, 1979.)

If such ends are to be sought by communities, then the day-to-day activities leading toward those ends need to evolve out of a process of continued negotiation amongst all parties to the process (parents, students, teachers), so that those activities are not artificial and isolated but are consistent with the real world in which the student lives. This can best be accomplished by restructuring the curriculum so that it can incorporate the larger community environment and local resources into the learning process to the maximum extent possible. Means for accomplishing such a task will be outlined in a later section.

So, in response to the question, "What should small high schools be doing?", we can offer the following general suggestions:

1. They should prepare students to cope with varied and changing patterns of cultural behavior, attitudes, and beliefs.
2. They should seek to enhance the integrity of the totality of the student's life experiences.
3. They should provide skills that are not bound by time and setting, so that students can "go anywhere they want to go."
4. They should incorporate local people and resources and draw on the local environment whenever and wherever possible.
5. They should remain flexible and adaptive to accommodate the varied and changing conditions in which the students live.

Small high schools are at a critical stage in their development and are faced with the difficult question of which way to go--toward a conventional high school model, or toward some kind of alternative version? Whatever choice is made, it will require considerable rethinking as to how schools should go about their business, and who should be involved in making those decisions, issues to which we will address ourselves next.

Issue #2 - How can a small high school program be designed to achieve its purposes more effectively?

We have reviewed some general concerns regarding the purposes to which small high schools might address themselves. We will now examine some concerns relating to how small high schools might go about better achieving their purposes. But we need to first address the question, "Can small high schools be expected to achieve any purposes at all?" There are many parents and teachers who are quite ambivalent and uncertain about the capability of small high schools to do the job. The following comments from one teacher provide an example:

> "I think the school is becoming burdened with government supervised programs and projects. Sometimes they are more trouble than they're worth. Bookwork and discrimination, anti-discrimination elements you go through. Funds might be better spent if they could find responsible people to manage funds with less complication. I think the schools do a pretty adequate job. There is room for improvement. I have a lot of faith and lot of respect for most of the teachers I have worked with in the 26 years that I've taught. I think we need more trained-type native people in these rural schools. So much culture is transported in. But, the people don't take much to teaching or preparing to be teachers. I think the small high schools will phase out in a few years. They are nil when they are smaller than this. People here are glad to send their kids out because they can't handle them at home. Mischief. Can't control those youngsters in the real native villages. There's something to be said for them going out and seeing different environments and different people. So many are poorly prepared to go to schools like Anchorage or Fairbanks. They need to be more conscientious in placement in the boarding home programs. There were unhappy kids in the boarding home program. There needs to be a closer selection of people the kids live with. I see no way for the small high schools to work. There is a limit on how good a job you can do."

So, in a few short years, we are seeing the rural high school issue come full circle to the point where new teachers who are coming in unaware of the circumstances that led to the creation of small high schools, and experienced teachers who have been frustrated by the transitional problems, are suggesting that they be closed down and students sent away for their high school education. And the teachers aren't alone in their frustration and ambivalence about the potential of small high schools in meeting the needs of rural Alaskan students. Parents are also expressing concern not only in words but in action. Some communities have decided against a high school program altogether until they see them working elsewhere. One community shut their high school program down for a year of planning and program development after the first year proved to be little more than a day care service. And in some cases, parents are withdrawing their children from the local high school and sending them elsewhere. The following parent's comments were made after sending two children outside the village to go to high school:

> "Yes, high school is important, but at this point, it doesn't seem to be doing anything significant for students. All the enthusiasm is centered around sports. This has helped by bringing back many students who have quit several times. But the school should be preparing for college the students who want to, or have the abilities to go. This school is not. It seems to be very unorganized and lacking in facilities, teachers, and programs. We would like very much to keep our kids here, but this school is not preparing students for college."

Can small high schools do the job? Based on our observations, and the experience of parents, students, and teachers in a variety of settings, our view is that, despite their present problems and shortcomings, yes, they can do the job. Not only can they do the job, they must to the job, because the alternatives are no longer acceptable. There are enough bright spots to indicate that, given a willingness to break out of conventional ways of doing things, and given a supportive organizational structure, small high schools can provide a strong educational program. The problems are in designing those alternative ways of doing things, and creating adequate supportive organizational structures. How, then, might we go about these tasks?

The community as a learning environment: There is no evidence to suggest that any one type of high school program or approach is inherently better than another. The effectiveness of any program is highly situational, depending on who is implementing it and how they are going about it. However, the chances of a program being adaptive and responsive to the particular situation in which it operates can be improved by creating situations in which the responsibility for the direction of the learning that occurs is shared by a wide range of participants. That is, education should be viewed as a community-wide process in which everyone is engaged as both teacher and learner. The approaches that appear to offer most potential for this kind of broad-based participation are those that involve some kind of action-oriented, community-based learning experience. Such approaches are able to bring in local people and resources and thus provide opportunities for adapting the learning activity to the real-life context in which the student lives. Project activities, such as operating a store, or building a boat, for example, provide multiple and varied learning experiences that are shaped, at least in part, by the students, particularly when they are not confined to a classroom and a formal learning mode. Such approaches also provide avenues for peer-mediated learning to become a more functionally contributing part of the curriculum by fostering a sense of community in which all participants are engaged for mutually beneficial reasons. While some things can best be taught in a formal learning context, many of the handicaps of a small high school can be overcome by pursuing less formal methods for that portion of the program suited to such methods. (Descriptions of some experientially-oriented approaches to education are provided in Volume II.)

In addition to enabling more people to get into the action, experiential, community-based educational approaches are particularly well-suited to bicultural elements of a small high school program because they provide the opportunity for greater contextual influence on learning, and thus help to preserve the integrity of culturally indigenous activities. When such activities are taken out of context and placed in a formal school setting, they often lose their real cultural flavor and meaning, and can sometimes result in undermining the very value they are designed to preserve. For example, a teacher in a Southeast Alaska school had his students carve a "totem pole" as a class project relating to the local cultural heritage. A design was drawn on the cedar pole by the teacher and the students worked on it in the back of the classroom for most of the year. However, when the pole was finally erected and dedicated in front of the school, it was very coolly received by the community. They viewed the pole simply as a carving and not as a "totem pole." An old man explained: "In the old days, totem poles were Tlingits' way of telling a story." They were carved to symbolically represent a particular legend or record an event. Each pole told a story that had meaning to anyone who knew how to read the symbols. Figures on the poles were linked to specific clans and could be used only in prescribed ways. Totem poles were an important element in traditional Tlingit culture; their meaning and significance had not been forgotten, even though few remain in the village today. The carving in front of the school did not qualify as a totem pole: it had no coherent design, did not depict any event or legend, did not adhere to any prescribed format, and wasn't even a decent replica. It was "just a carving," and an insult to local tradition.

Moving such activities into the community does not, therefore, guarantee cultural sensitivity, because a well-meaning teacher might still create culturally inappropriate learning activities, simply because of a lack of understanding of how things are done in that setting. If community-based activities are to be effective, they must go beyond teacher-directed activities and involve local people in the shaping of the activities at a very basic operational level, which will require some careful rethinking of how schools are organized to achieve their purposes.

Programming for in-depth learning activities: While community-based, project-centered approaches provide a promising alternative way for small high schools to do things, such approaches cannot be effectively implemented without some major restructuring of the ways in which programs operate. Students cannot pursue an extensive, integrated field project with any continuity and depth to the experience if their day is chopped into 50 minute segments, each segment focused on a different activity in a different subject. Not only does such an approach lead to fragmented, discontinuous, and inefficient learning on the part of the student, it prevents the teacher from even attempting any kind of sustained learning activity, particularly when he/she is faced with eight or more preparations for twenty different students at four different grade levels (as are many small high school teachers).

The small high school teacher in such a situation is forced to resort to canned curriculum materials and a mechanistic approach to teaching because the variety of demands on time, energy, and resources prevent any opportunity for in-depth preparation. Furthermore, no one or two teachers can expect to have the expertise necessary to cover all the traditional high school subjects in any kind of depth.

One of the recommendations frequently offered by teachers and administrators as a means to address this problem is to cast the teacher in the role of "learning manager." The teacher would not be responsible for direct instruction, but would instead assemble resources and organize activities that would address the instructional needs of individual students. Heavy reliance would be placed on externally produced programmed materials and on technological teaching aids. While such an approach lends itself well to aspects of the curriculum that can be mechanistically organized (e.g., certain vocational training), it is not well suited to many other aspects of the curriculum that benefit from student-teacher and student-student interaction. Learning activities not only become further segmented and detached from reality, but in the process of becoming "individualized" they lose their potential for personalization and adaptability, both of which are essential features if the high school program is to accomplish some of the purposes outlined earlier. While the "learning manager" role deserves some consideration as a way of addressing certain features of a high school program, it cannot be substituted for the direct instructional role of a teacher without jeopardizing a major portion of the learning potential that a high school program has to offer. It may resolve some of the problems of teaching, but it complicates the task of learning. In the era of "individualized learning" and the quest for "measurable outcomes," the "learning manager" can appear to offer an appealing solution to some complex problems. But school districts should be extremely cautious in adapting such an approach without fully considering the consequences to the students.

A second suggestion frequently offered as a means to make the small high school teacher's role more manageable and still cover the curriculum is to adopt the multi-subject, multi-grade teaching model used in the elementary school programs. In this case, the teacher would be viewed as a generalist who knows a little bit about each subject, but is oriented more to the students and teaching than to the content of a particular subject field. While such an approach may have considerable merit with regard to flexibility and sensitivity to student needs, it presents the danger of a shallow curriculum. The self-contained classroom of the elementary school does not provide the means to pursue learning activities of the variety and depth necessary at the secondary level. The teachers cannot be expected to have the breadth or depth of subject-matter expertise, nor the ability to create the quality of learning situations necessary to cover a full high school curriculum. The result is likely to be the mechanistic, watered-down approach described in relation to the learning manager role.

How then, can we expect a small high school to offer opportunities for students to engage in sustained, in-depth, community-oriented learning experiences with adequate instructional support provided by a knowledgeable teacher? The most promising approach is that being explored by one school district under the title "saturation" learning. (It may also be referred to as "intensive" or "sustained" learning.) Instead of the conventional course structure of 50 minutes per day, courses are organized in large blocks of time, ranging anywhere from one week to nine weeks or more, depending on the nature of the subject matter being covered. Such an approach offers unlimited possibilities with regard to the type and depth of learning activities that can be carried out, and the means by which varied learning resources can be utilized. Some of the advantages and disadvantages of this approach were itemized by the district's curriculum specialist (Roberts, 1978).

Advantages:

--Continued interpersonal contact between students and teachers

--Potential for using itinerant teachers, rather than untrained staff teaching unfamiliar subjects

--Teachers could have a home school, but teach courses in other schools once or twice a year

--Students who drop out for a period of time would not be penalized by failing all courses. Only one would be missed.

--More opportunities for combining correspondence and other types of learning experiences with coursework

--Projects could be carried on until finished

--Only one "clean-up" each day

--Unlimited possibilities for field trips, day trips, etc. with no conflicts

--Students can take a course at another school without missing any of their program

--More activities can take place in the community context and they can be more interdisciplinary and wholistic in nature

--More learning opportunities could be offered by any one school, and all district programs could be available to all students

--District resources could be used more efficiently. Expensive materials for particular courses could travel.

Drawbacks:

--Preparation might be harder the first couple years

--Some activities, such as P.E. and some basics might need to be ongoing

--Reorientation of teachers and students would be necessary

--Student illness could result in missing time that would be difficult to make up

The advantages of this approach clearly outweigh the disadvantages, but, nevertheless, implementing such an approach will not be a simple matter of reshuffling the course schedule. Consideration needs to be given to such additional organizational features as making courses available on an alternating year basis, and possibly linking two or three extremely small schools together to form one high school program. Whatever the combination of conditions that a small high school must address, the sustained learning curriculum structure along with project-centered, process-oriented content appears to offer the most versatile, adaptive, and responsive program design. A more detailed description of how such a design may be implemented will be offered in the last section of this chapter. But before we leave this issue we need to examine one more inhibiting factor in the implementation of an effective small high school program--the multiplicity of demands placed upon the teachers.

Functional separation of activities: In addition to the constrictions of a departmentalized, subject-oriented framework for organizing the school's instructional program, there are also a constantly growing number of non-instructional demands that intrude on the time available for organizing sustained learning activities. Whatever type of high school program is developed, it needs to be defined in fairly explicit terms, so that whatever is done can be done well. If the learning activities are too varied and diffuse, the program is likely to be shallow and lack direction. The program should be organized so that functionally related activities can be carried out in a supportive and contributory atmosphere, and by persons in appropriately defined roles. A teacher cannot effectively teach at the same time he/she is trying to manage the unending array of federal, social, medical, recreational, and other support and maintenance services that enter into the school day. Following is a list of just some of the imposed activities around which a teacher must work to try to create a productive climate for learning.

Supplemental Programs

Special education
Bilingual program
Title I
Alcoholism programs
Water safety program
Fire safety program
Reading program
Artist-in-resident

Travel

Sports events
Inservice workshops
Class trips
Work-study/RSVP

Other Activities

Cheerleading
Assemblies
Community functions
Religious events
Sports activities

Medical Activities

Blood tests
Flouride treatments
Nutrition talks
Drug talks
Dental work
Hearing checked
Medical experiments
First aid instruction

Related Personnel

JOM coordinator
Psychologist
Counselor
Itinerant teachers
Talent search
University representative
Corporation representative
Boarders
Teacher aides
Speech clinician
Maintenance personnel
Principal
Other teachers

Many of these activities are not built into the basic school program and, therefore, intrude on any kind of integrated learning activity the teacher may have planned. The following statement illustrates the problem:

> Of all the interruptions, the medical "visitors" were the most frequent and disruptive. Students were taken two at a time. They were only gone two or three minutes but the constant in and out motion was very disruptive. One day, out of the blue, a man walked in and started checking ears--becoming the main focus as he asked the teachers about particular students' abilities. ("Does this kid have trouble in class?") Another day my students were taken one at a time (to the front of the room where a health station had been set up) to have flouride squares put in their mouths. They couldn't talk for ten minutes and were then taken back to have the flouride rinsed out. You can see how this might destroy any communication that might have been going on.
>
> Other staff and students were also responsible for many interruptions. The Special Ed. teacher comes in to find a student. Other students come in to look for dictionaries. Another teacher comes in to look for a cassette machine. The boys catch some flies and run to feed the school frog. Visiting district personnel stick their heads in the door. The counselor comes to counsel. The coach has taken the boys to an all day meet. The principal wants to make an announcement. The list is almost infinite.

Such intrusions require the teacher to adopt two roles simultaneously (teacher and manager) and in the process neither role is adequately fulfilled, and, often times, the teaching role is totally neglected. While both roles are necessary, they cannot exist simultaneously in the same person.

If we are to provide a learning environment suitable to related kinds of learning activities, we need to block out those activities in such a way that the necessary features of an appropriate environment can be sustained throughout those activities. One way in which learning activities can be segmented to fit varying learning environments is along lines of intellectual vs. social development (though any such divisions must always be recognized as artificial). Schools have historically been oriented to the development of specific intellectual and cognitive functions, and thus are designed to provide an environment best suited to such functions. Social and cultural functions, on the other hand, have traditionally been developed in the context of the home and community, where the appropriate support systems for such functions reside (National Panel on High School and Adolescent Education, 1976: 57). This segmentation of functions into different aspects of personal development can be accommodated in at least three ways.

One is to formally separate many of the existing social services and recreational functions from the school and place them in the hands of a community-based entity, such as a non-profit corporation. Some communities, for example, maintain their own community center, with the school arranging to use their gym, rather than the other way around. This could be pursued by other communities as a way to avoid the confusion of the school's role that was described earlier.

Another way to sort out functions is to create separate units within the school districts themselves to take responsibility for all the non-instructional functions currently attached to the school. Such an approach would require some additional staffing in the one- or two-teacher schools, but could be easily accommodated by restructuring some of the support services and staff that are currently making the rounds to these schools. The on-site teacher could then be freed up to concentrate on creating integrated instructional activities on a full-time basis.

A third approach, which is probably the most feasible at this time, is to segment the school day in such a way that half the day is blocked out exclusively without interruptions for the formal instructional functions focusing primarily on intellectual development and requiring the role of a "teacher", and the other half is organized to accommodate all the other social service and support functions that are more appropriately suited to the role of a "learning manager." In this way, the teacher/manager would have to change hats only once a day, rather than try to wear both hats at the same time. This would also insure the teacher time to concentrate more directly on the quality of the learning experiences in which the students are engaged, so that he/she would not have to resort to the impersonalized, individualized learning packages that are being used so widely in the small high schools as a substitute for teaching. Teachers might then be able to explore some creative alternatives to the forced-feeding approach that derives from the pressure of 6-8 or more preparations in varied subject areas for multiple grades.

The latter approach of block scheduling, when combined with the sustained learning structure outlined earlier, provides the maximum potential for a wide range of in-depth, productive learning activities to take place in a small high school setting. A full set of curriculum options can be made available to all students. The intrusion of non-instructional programs and activities is minimized. Opportunities for local community participation is enhanced. Available resources are used to their greatest potential. Cultural considerations can be more readily reflected in the program. And students can be provided with meaningful, in-depth experiences in a supportive and responsive social environment of shared learning.

Small high schools are being called upon to provide programs equal in quality to those offered elsewhere, and they cannot escape that responsibility by placing blame for a lower quality program on lack of student interest, or lack of resources, or lack of community support and understanding (all of which are commonly expressed frustrations). Schools and communities must, instead, form a partnership aimed at exploring all types of alternative approaches to the design of a small high school program so that mutually understood and agreed upon options can be pursued.

Issue #3 - How can greater continuity in the curriculum be achieved?

One of the most difficult problems encountered in providing small high school programs in rural Alaska is that of providing continuity in the curriculum while remaining flexible and adaptive to the varying and changing needs of the students. Staff turnover, student transfers, varying community expectations, and a content-oriented curriculum are all contributing factors to a disjointed, non-cumulative series of educational experiences for most small high school students.

The most common response to this problem has been the checklist approach to curriculum design. Several districts have adapted a list of "competencies" that students are expected to acquire at each stage of their schooling. Each competency is accompanied by an explicit "performance indicator," so that when the appropriate performance indicates that the student has mastered a particular competency, that item is checked on the list and the student moves on to the next competency. Any teacher can, therefore, simply look at the checklist to determine what should be taught next.

On the surface, this appears to be a simple, efficient solution to the continuity problem. No more worry about teacher turnover or student transfers, and once the competency checklist and performance indicators have been adopted, no more problems with varying community expectations. But education is not such a simple process that one can divide it into discrete units and still expect it all to hang together. The focus of attention in the checklist approach becomes the checklist itself, rather than the student, so that flexibility is limited and everyone is expected to conform to a narrowly prescribed set of expectations. The teachers' and students' task becomes one of completing the checklist, rather than getting a well-rounded education (though the latter is presumed to be somehow imbedded in the checklist).

Attention is focused on curriculum content that lends itself to measurable outcomes and can be acquired through a somewhat mechanical process, so that some of the more important aspects of adolescent development, such as self-concept and identity formation, are often neglected. The result is continuity in the administration of the curriculum, but continued discontinuity in the learning that occurs. Though variations in the use of the checklist approach may be devised to address some of the problems outlined above, the tendency for the teacher to design day-to-day learning activities on the basis of a predetermined list of competencies, rather than as an outgrowth of interaction with the students results in a disregard for individual differences and makes students victims of the system. A highly structured and standardized curriculum accomplishes continuity at the expense of the students learning.

If program continuity is to be achieved in a manner that is beneficial to the student, it is first necessary to improve the quality of relationships between the teacher and the student, and the school and the community. One way by which this can be accomplished is by involving a greater number of people who know and understand the students on their own terms in the educational process--that is, people from the local community. This can be done by bringing more local people into the school as teachers, aides, resource persons, etc., and/or by moving more of the learning activities out into the community. Either way, learning activities are more rooted in natural community contexts and processes and, therefore, are more likely to hold together over time and be integrated across formal and informal learning situations.

Another important step toward program continuity is to develop an integrated curriculum framework that includes all the major options for learning experiences available to the students (travel programs, local projects, student exchanges, work-study programs, regional skill centers, urban internships, etc.), and then provide a number of alternative routes by which students may pursue their high school education, depending on individual needs and interests. The teacher can work out a general program of study for each student that meets the general requirements of the district, but is flexible enough to accommodate variations in local resources and individual aspirations. Program expectations can then be defined in terms of the processes by which learning occurs, and the content can serve as a means, rather than an end in itself. Thus, the ability to communicate becomes more important than the ability to diagram a sentence, and the ability to solve a problem becomes more important than the ability to recall a formula.

Within a curriculum framework built on such premises the student serves as the primary reference point, and everything else derives from that point. Program continuity is no longer an issue, because continuity of experience is implied. If the learning activities make sense to and for the student, the battle for continuity has been won. The framework for a basic curriculum to accomplish that task will be provided in the latter part of this chapter. But first it is necessary to address the question of how can we tell if the learning activities make sense for the student.

Issue #4 - How can we measure the effectiveness of a small high school program?

The issue of effectiveness of a school program enters into decision-making at all levels. Parents want to know how well their children are doing in school. Students want to know which course to take. Teachers want to know what they should teach. Administrators want to know if the teachers are doing a good job teaching. The school board wants to know if the schools are accomplishing district goals. And the State Department of Education wants to know how the different schools compare with one another.

How can we tell if the schools are doing a good job? What factors determine the quality of a school program? To respond to these questions, we must begin with the basic purpose for which small high schools exist: to help prepare students for the lives they will lead as adults. The ultimate measures of a school's effectiveness are imbedded, therefore, in the future actions of those who pass through it, and can be determined only from predictive measures that imply cause-effect relationships. But no measures exist at the present time that are universally applicable and can reliably predict that success in school will lead to success in later life (unless we measure success only in terms of being able to do well on achievement tests, which is what much of schooling seems to be about). The only thing we can say with any certainty at this point is that success on tests is a good indicator of success in school, and success in school is a good indicator of future success in school (Cole, 1978; Kleinfeld, 1978). Beyond that, measures of a school program's effectiveness must be viewed from a highly situational perspective and must allow for subjective assessments, based on the purposes of the program and people's perceptions of it. If a good cross-section of the people who will be affected by a program have been involved in its creation and operation, and are in a position to influence its future direction, and if those people all feel the program is effective, chances are it is, and will continue to be, effective in that situation. But that does not mean one can take the same program and transplant it to a new situation with a different group of people and expect the same results. Once again, the program must grow out of the local situation and involve local people in its operation to the maximum extent possible, if it is to achieve any significant degree of long-term effectiveness.

Money will not buy a successful program. More materials, more teachers, and more facilities will not necessarily make a better program. Nor will more students, or more stringent and varied academic requirements make for a stronger program. All of these things can help, but only if they grow out of a strong, unified sense of where a particular group of students is going and what it will take to help them get there. Too often, the recommendations for program improvement derive from past habit, rather than a careful look at present and future conditions. Although it may be easier for the moment to purchase a prepackaged curriculum from elsewhere than to develop a local curriculum design, experience indicates that such an approach will only prolong, rather than solve, the schools' problems. Several school districts have either abandoned or completely rewritten curriculum packages that were implemented around an imported design. While a particular program may look good on paper and have a record of success elsewhere, it will not succeed in a new setting if it has not evolved out of local concerns and interests. To be a success, therefore, a program must be adaptive and responsive to changing conditions and times. With such an approach, the focus is less on the end product and more on the processes by which it is achieved. If a wide range of people are intimately involved on an ongoing basis in determining the direction of a program and if the program is responsive to their concerns, the program becomes self-adjusting and the quality of the end product takes care of itself.

Over-emphasis on measurement of the end product as a basis for judging program effectiveness has led to a heavy reliance on standardized test scores as a means to assess the quality of the end product. This reliance on test scores poses at least two major problems. The first is that success (or failure) on tests in school does not necessarily predict success (or failure) in other tasks as an adult. Test-taking skills represent a rather narrow domain of activity for which correlation to other skills required in everyday life is very low. If standardized test scores are to be the basis for judging a program's effectiveness, then all that is necessary for teachers to do is to give students extensive practice in taking the appropriate tests (King, 1967: 83).

Actual performance in tasks of everyday life is a more reliable way of testing the skills that have been learned by students, provided opportunities for such performance are built into the school program. Even science and math skills can be assessed on the basis of the actions required to complete an appropriately conceived activity or project. While each student may use a different approach to accomplish a particular task, the completion of the task is in itself an indication of the range of the student's ability. It is not necessary, therefore, to delineate the specific "competencies" required of the student to the point that they get in the way of the student's performance. A student may be able to perform a complex task without being able to explain the precise steps in a way suitable to some standard form. That student should be recognized for the success of the larger task, rather than penalized for failure in the lesser task. We have a tendency to make simple things more complex by breaking them into such small increments that we lose sight of the whole. Tests are particularly notorious in this regard, and should be used only with extreme caution as a basis for judging an individual or a program's effectiveness.

The other major problem with tests as a measure of effectiveness is their questionable validity when used with students from varying cultural backgrounds. There is no such thing as a culture-free test. Variations in the content of a test, the structure of a test, the test setting, the language used, the person administering the test, and the very idea of tests have all been shown to be factors in determining the outcome of a test (Orasanu, et al., 1977). Since all of these variables are complicating factors in nearly all testing situations in rural Alaska, it is impossible to use test scores as valid indicators of a person's inherent ability or as measures of program effectiveness. While test scores are convenient to quantify and compare results of programs, they have a tendency to greatly distort reality. High school students in one school, for example, whose test scores indicated a 3rd and 4th grade reading level were quite able to read and follow the complex instructions accompanying Frostline kits. In another situation, the time and conditions for administering a test were deliberately manipulated to obtain the maximum number of students for the "special education" program (more students, more money). The sooner we can treat students as persons rather than as numbers on a scorecard, the sooner we can develop programs that address their needs, rather than the needs of the system itself. To that end, standardized tests should be either abolished or reduced in use to an absolute minimum.

One of the more recent extensions of the measurement approach into education is the "minimal competencies" movement. As average test scores in basic skill areas have dropped in recent years, pressure has been put on schools to develop standards that insure that all students demonstrate certain minimal skills before they move from one level to another or graduate from school. This has led to an emphasis on "competencies" as a means for establishing graduating requirements, which has inevitably led to test scores as a means for determining competency. Once again, such an approach establishes an extremely narrow set of criteria for presumably determining whether a person has acquired a particular set of life skills. What we end up with are a list of skills that are readily "measurable," and then conveniently disregard or deemphasize those that are not. In this case, we don't really improve the administrative situation either, because the State still requires districts to organize their programs around Carnegie units, which are time-based, so that a student who demonstrates all the competencies necessary for graduation in less than four years is required to fill in the remainder of the time with busy work before he or she graduates. Such inconsistencies only help to point out the inadequacy of a minimal competency approach as a means for defining a small high school program. Before such an approach can begin to address current problems, a much more thorough and less test-oriented assessment system will have to be developed, and more explicit criteria for the definition of competencies vis-a-vis Carnegie units will have to be established, neither of which are likely in the near future.

Another response of the schools to the charge of lowered standards has been to increase the number of units required to graduate from high school, assuming that more classes and more time will improve the quality of a high school education. This emphasis on increasing quantity rather than improving the quality of present offerings has the effect of placing the burden for change on the student, rather than recognizing the need to rethink the way requirements are currently organized and offered. It may be more fruitful to try to improve what we are doing now, than to add to our present inadequacies.

One final comment about measures of program effectiveness before moving on to the next issue. It appears that for many teachers and administrators (and possibly parents), an index of a good school operation is perpetual motion. If students are on the move (travel programs, work-study, meetings, sports events, field trips, etc.), it is presumed that good things must be happening. While each of these activities might provide a valuable learning experience for students from small communities, much of the motion seems to be used as a filler or as an excuse for avoiding more substantive program activities. Motion without direction and purpose does not necessarily add up to an educational experience, so the quality of a program cannot be judged by the amount of motion that is going on. Too much motion can be just as detrimental as not enough. Districts should review their programs and seek a balance between purposeful travel activities and more directed learning activities at home.

In summary then, we cannot judge the overall effectiveness of a small high school program by the number of students enrolled, the number of teachers teaching, the amount of materials on hand, by the size or sophistication of the facilities, by the standardized test scores, by the amount of motion going on, or by the amount of money that is being spent. We can, however, trust people's judgment, and if a broad cross-section of lay and professional people are involved in what the school is doing and feel good about it, we can assume that the school is doing a reasonably effective job of preparing students for their role as adults. If it is not doing an effective job, the participatory process will produce self-correcting measures to bring the program into line with community expectations. This process is at the heart of local control, but it is premised on a significant involvement of local people in the school program, a condition that is not widespread at the present time. Such involvement must be accomplished, or school programs will continue to be judged by criteria suited to administrative, rather than educational concerns.

Issue #5 - Who should make curriculum decisions and how should those decisions be made?

Decisions regarding curriculum are decisions that can greatly affect people's lives and, therefore, should not be made lightly. Neither should it be presumed that curriculum decisions made in one context will be appropriate in another context. Curriculum needs will vary from place-to-place, time-to-time, and even person-to-person. So curriculum decisions must be situationally based and must be built into the school program as an ongoing process.

Much of the curriculum decision-making in small high schools at the present time is left to the individual teachers, with very little, if any, guidance and support being provided from other sources. Consequently, the teachers either fall back on their own experience in high school or training, or they rely on published curriculum materials and guides as a basis for curriculum decisions. Since the teachers are neither trained nor given the assistance required to develop a locally responsive curriculum, when the limitations of the conventional approach to a high school program become evident, they become frustrated and either give up and leave or lash out at the community and school district for failing to support their efforts.

In one district, the small high school teachers were brought together for the first time in the spring of the second year of operation, and their first action was to oust the superintendent and district office personnel from the meeting, because they felt the central office was unable to provide them with the support they needed to fulfill their responsibility as teachers. The meeting ended without any resolution of the problem, but with a request to get together again to pursue the issues that were raised. On the one hand, the teachers were frustrated and angry over the lack of authority and direction from the school district administration, and on the other hand, they were frustrated with the uncertainty as to how to respond to community expectations regarding the high school program. But at the same time, they didn't want anyone telling them what they should or should not be doing as teachers. Everyone in the district was concerned about the curriculum, but no one seemed to be in a position, or was willing, to do anything about it.

This case was not an exception. Of the eight districts surveyed, only three were engaged in any kind of systematic, cooperative effort to develop a curriculum suited specifically to the needs of the students in that district. The others either neglected the issue, or were still engaged in disputes over defining roles and responsibilities, rather than addressing the substantive issues of curriculum form and content.

The most extensive and promising approach to the development of an "integrated, community-based curriculum" is that being explored by the Northwest Arctic School District (NWASD). (A description is included in Volume II--Roberts, 1979). The most significant feature of their approach is that it brings the principal parties together in a collaborative curriculum development effort. Community members, professional staff, and district personnel all share responsibility in defining issues and generating ideas, through a series of committees and meetings, and a district curriculum director is responsible for putting those ideas into a workable design. From such a collaborative approach we can anticipate a curriculum design that reflects community interests, professional expertise, and district capabilities in a manner that is likely to be sustainable and supported by all parties involved.

Another important feature of the NWASD approach is that it contains a three-pronged developmental focus. Curriculum development is an integrated process involving program, staff, and community development activities. Such an approach is particularly appropriate in a context where rapid change is occurring, because it facilitates a merger of the differing perspectives on the developmental needs of the young people within the district. The development of the school program is coordinated with the determination of inservice training needs for the staff, as well as with the community and regional development activities of the local native corporations. Students are more likely, therefore, to be prepared for the conditions they will face as adults, and the staff is more likely to be equipped to offer a program suited to the students' needs.

Obviously, such an approach to curriculum development is not easy to implement. A large number of persons must be brought into the act--from the community, from the school, from the regional corporations, and from the district office, and that requires a lot of coordination. Close collaboration must exist between the various parties involved in determining social, economic, and educational needs for the region. This too, requires coordination. And all of these activities need to be continued on an ongoing basis so that necessary adjustments can be made as conditions and needs change. None of the above is likely to be accomplished without someone (a curriculum specialist, perhaps?) working full time to direct attention to the issues that need to be addressed, and facilitating the processes necessary to address them. Without such direction, the various parties will continue to pursue their own concerns in their separate ways, and little integration will occur. It is important, therefore, that districts identify someone as a full-time curriculum coordinator, not to make unilateral curriculum decisions, but to establish broad-based participatory processes by which an integrated curriculum can evolve on a continuing basis. The Northwest Arctic approach illustrates how such processes can be established in a rural Alaskan context.

Issue #6 - How should the local culture be reflected in the curriculum?

Most small high schools in rural Alaska are offering some variation of a "bicultural" or "cultural heritage" program, including an occasional "native language" class, but in nearly all cases, these activities are viewed as supplemental to the regular school program, and they are oriented toward cultural traditions of the past, rather than toward contemporary village life. Because most teachers are not prepared to address cross-cultural concerns, and in many cases know less about the local culture than the students, the whole issue is usually either neglected or treated as a formal subject derived from books and detached from everyday concerns. Even "land claims" classes are taught as though corporations are a distant and foreign phenomena, when students are themselves often engaged in corporate activities and have ready access to corporate offices and resources. In some schools, by the time students reach high school, they are so fed up and turned off with "studying" land claims that teachers who try to engage them in related kinds of activities run into resistance and disinterest.

Features of the local cultural scene that are most obvious (and, therefore, most teachable) such as arts and crafts, native languages, or land claims, are usually offered by the school as evidence of sensitivity and responsiveness to local cultural concerns, but in most cases such activities are supported by federal funds and are not integrated in any way into the regular curriculum. Since such offerings are dependent on the availability of supplemental funds and local expertise, they are not organized into any kind of developmental framework and often end up being repetitious and superficial. In addition, the activities are usually taken out of their natural cultural context and organized into a formal educational mode that detracts from rather than contributes to the cultural integrity of the learning experience.

If the local culture is to be seriously regarded and supported by the school system, some fundamental reorientation is going to be necessary. Learning activities are going to have to be taken out of the formal context of the school, which is designed to transmit a particular type of cultural behavior, and placed in natural community settings in which local cultural patterns can be learned and practiced. In addition, local people are going to have to be brought into the act to a far greater extent at all levels, to allow them to utilize their own socialization processes in the organization of learning activities. Means to accomplish such a task are discussed in greater detail in Volume II, and will be reflected in the curriculum design presented in this report. The important point is that culture and cultural processes are ongoing phenomena that need to be understood and addressed in their current everyday forms and practices, and not treated only as relics of some past life. If schools do not begin to more adequately and appropriately respond to local cultural conditions and processes, they will only succeed in perpetuating the same deficiencies with which schools have been plagued since their advent on the Alaskan scene.

Issue #7 - What about basketball?

Basketball fever is sweeping rural Alaska in epidemic proportions. In many communities, basketball has become nearly synonymous with "high school". As new high school facilities are being built, excitement mounts in each community, with everyone, young and old, asking, "When will the gym be ready?" Wise builders have learned to keep the hoops under tight security until the buildings have passed final inspection. Basketball, with all the trappings of uniforms, cheerleaders, tournaments, conferences, and rivalries has arrived in village Alaska, and it is here to stay. It is a major phenomena that pervades all aspects of village life, bringing together young and old, native and non-native, and school and community.

Few organized activities of external origin have been so eagerly adopted in native communities on such a widespread basis in such a short span of time as has basketball. It appears to serve very constructive functions in most communities, however, providing an opportunity for indoor activities in which everyone can participate, as spectator or player, and providing a means for physical energies to be directed into socially useful activities which contribute to a spirit of community. In many places, winning or losing is still secondary to the enjoyment of playing or watching or otherwise participating in the excitement and action of the game. Though basketball is a highly structured activity with its own cultural rules, to the extent that it is community based, it is evolving in ways generally compatible with and supportive of the cultural fabric of rural community life. Such is not always the case, however, when basketball is examined with regard to its relationship to the school.

Because the arrival of basketball in most rural Alaskan communities is concurrent with the establishment of high schools, the two have become highly intertwined. Basketball (or "damn basketball," as it is referred to in some circles) is a major preoccupation of students as well as staff in many schools. But in the school, it takes on a somewhat different character from the more informal, yet enthusiastic village approach to the game. Winning becomes a serious matter, and school teams come under immense pressure with a heavy emphasis on the varsity players. Rules established by the Alaska High School Activities Association govern everything from the amount of practice to the length of the season. Students who wish to participate find their academic and social behavior monitored to determine their eligibility to play.

Teachers who dare to be coaches can even find their jobs on the line if they don't produce a winning team. The emphasis is on winning, rather than just having a good time.

But basketball isn't without its rationale as an educational activity. As with other team sports, it serves to "build character," "develop leadership," and imbue "team spirit," Though such experiences may be valuable for those few students who are on the team, they are often accomplished at the expense of the other students who do not happen to be on the team, and at the expense of other more extensive community-oriented functions that basketball could serve.

The district travel money allocated to each school is often concentrated on sending the basketball team and cheerleaders to games in other communities. In one case, a Boeing 727 jet was chartered to transport teams from the district to a tournament in another region. Other students are not only left without comparable travel opportunities, but the entire educational program of a small school is usually disrupted by the team's departure (see Juettner in Volume III). While some schools require team members to take schoolwork along when they go on extended tours, others consider the travel experience as just another day of school. During the height of the season many schools could just as well (and in some cases do) shut down because very little formal instructional activity takes place anyway. Small staffs that are already spread thin find themselves overwhelmed with the demands of keeping up with the team, at the same time that they are trying to keep the building warm, respond to central office, participate in community functions, and do a little teaching on the side. The net effect of such practices is to divert the communities' attention from all the other things the schools are supposed to be doing, and concentrate their involvement around basketball. Whether intentional or not, this has served to defer a critical review of small high school academic performance in many communities.

Another more insidious practice in many schools is to use basketball as a club to motivate students to do "schoolwork". While such a practice is not unusual in itself, it is one more instance of small high schools adopting practices used in larger schools, without considering the uniqueness of the situation in which they are operating. If the only incentive to do schoolwork is to play basketball, then students have no reason to pursue schooling beyond the opportunity to play on a team, in which case education is no longer a significant activity. In addition, the value of basketball becomes narrowly conceived in terms of its contribution to the academic progress of a few individuals in relation to the teachers' goals, rather than in terms of its contribution to the social fabric of the community as a whole. Schools should seek to maximize opportunities for as broad a participation in such activities as possible, but they should not confound and encumber those opportunities by linking them to quite separate functions. By tying basketball to academic performance, the ultimate purposes and benefits of both may become subverted.

As we indicated in an earlier section, small high schools should not be overloaded with functions that are not directly related to the instructional program. One such function is organized league basketball. While physical education activities and intramural sports are manageable and can be kept in some sort of perspective, organized sports are extremely demanding and can quickly dissipate the limited energies of the staff in a small high school program. Recognizing, however, that basketball serves some very important functions in rural Alaskan communities, school districts and regional non-profit corporations should get together and fund a full-time athletic/recreation coordinator for each community, who could supervise use of the gym as a community facility, and coordinate all athletic and recreational activities in the community. This would then free the school to get on with the business of education.

For those who wish to argue that sports can make an important contribution to education, we do not dispute the potential of basketball as a character building, leadership developing activity. It can also serve as an effective means for teachers to get to know students and work with them on other than academic terms. We are suggesting, however, that such benefits are being offset at the present time, by an over-indulgence in the competitive aspects of the game and a general disregard for its negative impact on the instructional program of the school. We suggest, therefore, that such activities either be functionally removed as a formal responsibility of the school, or that some innovative attempts be made to capitalize on the enthusiasm and deliberately build the instructional program around basketball. Whichever approach is taken, basketball needs to be treated as a community-wide phenomena and allowed to evolve in ways compatible with the cultural and social patterns of each region and community.

D. The Need for Alternative Approaches

The provision of locally accessible high school programs for Alaskan village youth is an awesome and complex task for those involved in meeting the terms of the Tobeluk consent decree. The securing of state monies for building physical plants to house the newly established programs, the construction of the buildings, the funding of the programs, and the process of planning for, staffing, and implementing these programs involves the total spectrum of educational and political decision-making in the state--from the statewide policy-making and administration level to the district and local community level.

Insofar as there is consistency across these levels of decision-making, the terms of the consent decree are in process of being met. Buildings are being constructed, staff is being hired, and curriculum materials are being ordered and used in classrooms around the state--in short, locally accessible high school programs are being established in communities that qualify and which also desire them.

As awesome and complex as is the task of establishing the small high school programs, fulfilling the promise that there will be satisfactory quality to the educational experience of the students in these programs presents an even more awesome and complex challenge.

The issue of the quality of the education provided by the newly established small high school programs would be difficult enough to address adequately if these programs were being added on to an existing stable, responsive, and "successful" educational framework--yet this is not the case. Many of the same problems concerning the quality of education, currently being highlighted by the establishment of the new high schools, were not adequately resolved in the operation of elementary school programs in Alaskan villages over the course of at least a generation. The problem is further compounded by the fact that the small high schools are being implemented at a time when rural Alaska is experiencing rapid social, economic, and institutional change. Finally, the new high school programs are being introduced during a time when serious concerns are being raised across the country about the direction and effectiveness of American high schools.

Why Alternatives?

During the first year of study it became increasingly clear that quality in the small high school educational programs could not be derived simply from hiring "good" staff (by conventional measures), buying curriculum materials, having a new physical plant and transplanting to a new setting the conventional model of the American comprehensive high school--a school with a compartmentalized curriculum, offering a great diversity of courses, and staffed by teachers expert in narrow subject areas (Conant, 1959). In large part, the development of quality educational programs for the small high schools depends upon the development of workable, manageable, and effective alternative ways of providing secondary education under the conditions that prevail in rural Alaska.

Six major aspects of the educational condition in rural Alaska not only make clear that effective alternatives are required if quality educational programs are to be developed, but also provide some direction for developing these alternatives:

1) Limited size and resources: Many of the communities in rural Alaska do not have a sufficient number of students to justify the full complement of staff and facilities necessary to operate a diversified, comprehensive high school program. It is impossible to offer the variety of programs and other learning opportunities available in a large urban school within the context of a 20-student, two-teacher rural high school facility. If such opportunities are to be made available to rural students, the high school program for those students must extend beyond the walls of a conventional high school building and draw on resources from throughout the community, region and state. The problem of limited size can be capitalized upon and turned into an asset, if we can break out of our traditional notions as to what constitutes a "high school".

2) Remote setting: The remoteness of many rural Alaskan communities makes the task of building, operating, and maintaining full-scale replicas of large urban high schools nearly impossible, yet attempts are being made in many of those communities to do just that. Five-year projections of the costs of operating some of the newly built, "technologically advanced," facilities indicate that some districts will have to more than double their budget just to maintain the present level of service. Most of those increases will come from the fuel and maintenance costs required to keep these highly elaborate, and sometimes poorly designed, facilities open. The sprinkling system in one school, for example, requires a technician from out of the state to come in and recharge it if it is activated. The flush toilets in several brand new schools have given away to honey buckets, because of inadequate water supply or lack of equipment to keep the elaborate sewer system operational. These are all problems that call for more careful planning and the consideration of more appropriate, less complex alternative designs for small high schools in remote settings. Otherwise, today's solutions may become tomorrow's problems.

3) Varied social and cultural conditions: The present conventional model of a high school program is built around a particular set of social and cultural conditions that is peculiar to suburban, middle-class America. Students in Kalamazoo are expected to come to school with a certain set of predispositions that mesh with those of the teacher and with the purposes of the school, and the school is organized to build on those predispositions.

Such is not the case in most rural Alaskan communities. First of all, students come from a cultural background quite different from that around which the current high school model was designed, and they live in social conditions quite different in many ways from those of students attending high school in Kalamazoo. Communication and interaction patterns are different. Social and recreational interests are different. Responsibilities and expectations at home and in the community are different. And consequently, everything that they see and do in school is viewed and reacted to differently. It is important, therefore, that we build alternative school programs that draw upon and are responsive to the particular social and cultural conditions in which rural Alaskan students live.

4) High teacher turnover: At the present teacher turnover rate, most small high school students in rural Alaska will experience on the average, two to three complete turnovers of teaching staff during a four-year high school career. In some one- or two-teacher schools, it may even go as high as five or six turnovers. It does not take much conjecture to recognize the impact such a turnover of staff can have on a conventional high school program, where the resources and expertise for the curriculum are embedded in the teacher. Students are not able to pursue in-depth, cumulative, integrated learning activities, because the curriculum framework and the resources and direction for such activities are constantly changing. Teachers who are placed in small high school settings without adequate preparation and support, try to do what they were trained to do elsewhere, become frustrated with

the lack of success, and leave. The students are left holding the bag, only to go through the same cycle with new teachers the next year. So once again, it becomes necessary to devise alternative approaches so that teacher turnover rate is reduced, and so that when it does occur, it has minimum impact on the quality of education the students receive.

5) Rapid social and economic change in village Alaska--the Alaska Native Claims Settlement Act: The passage of the Alaska Native Claims Settlement Act (ANCSA) in 1971 imposed a whole new set of conditions on Alaskan villages. People who were living a subsistence life style a generation ago were confronted with the complexities of corporate structures and the need to show profit in a balance sheet just to maintain ownership of the land which had been their life for thousands of years.

Village schools in Alaska, both elementary and secondary, have a long way to go to adequately and responsibly prepare students for dealing with the responsibilities and opportunities imposed by the passage of ANCSA. Teachers in village schools have not been prepared to understand a very complex piece of legislation and its implications, let alone be able to effectively develop ways of teaching and materials for use with students.

There is a pressing need for skilled native personnel at all levels of the regional and local corporation operations. The small high school programs need to attend to these job opportunities and provide experiences which prepare students for jobs directly after graduation or prepare them for further training and education as it is appropriate.

A broader concern, which becomes increasingly pressing as December 19, 1991 approaches, is the need for knowledgeable and educated shareholders in the local and regional corporations. On this date shareholders can sell their stock, and undeveloped land transferred to the corporations becomes taxable. Corporate decisions made as that date gets closer will have critical impact on the survival of the corporations. Corporate and individual shareholder decisions (to sell or not to sell and to whom?) made after that will absolutely determine the future of Alaskan native life.

If the structures established by the ANCSA fail, it will not only be to the detriment of Alaskan native people, but it will also be to the detriment of the State as a whole. Should such a tragedy come to pass, it would be sad and ironic if one of the contributing factors were the ignorance of educators.

6) The newness of the institutional framework for education in Alaskan villages: Not only are the small high school programs a recent introduction to Alaskan villages, but the educational framework in which most are embedded, the Regional Educational Attendance Area (REAA), is also a very new and still developing structure. Not only must REAA boards and professional staff struggle with managing and improving the educational system which is now their responsibility, they must also deal with the new high school programs. With a shortsighted view, the growing pains of the REAAs may be seen as further confounding sound small high school program development. With a longer range view, however, it may be that the newness and growing pains being experienced in

the REAAs will provide the conditions which allow for the development of effective, manageable, and responsive alternative ways of accomplishing secondary education for village students.

What Kind of Alternatives?

While most small high schools are still struggling to replicate their larger urban counterparts, some are exploring alternatives and are attempting to determine what works and what doesn't. While such experiences have not yet been sufficient to warrant a list of specific principles around which effective programs can be built, some general patterns can be identified and suggested as guidelines for small high school program development. Features which seem to be important for program success include: providing for a strong community role in the design and implementation of educational programs; organizing programs around contemporary life in rural Alaska (particularly ANCSA and December 19, 1991); utilizing experientially-oriented, community-based, project-centered educational approaches; reorienting the teacher role to that of facilitator/co-learner; and maintaining flexibility and adaptability in the structure and content of small high school programs.

Some characteristics of programs that do not seem to work very well include: highly-structured, programmed, prepackaged curriculum; technological devices that are intended to substitute for the teacher (except when used for certain technical subjects); formalized, impersonal, or independent type learning activities; test-oriented, competency-based materials; and subject-matter that is seemingly detached from rural Alaskan realities.

It must be emphasized that these patterns and characteristics are not generalizable to all situations. The successful features listed above may prove unsuccessful under certain conditions, just as unworkable characteristics may prove to be workable under other circumstances. These descriptions reflect patterns, however, that appear fairly consistently in the various approaches that are being tried in small high schools around the state, and will serve, therefore, as guidelines for the recommended approaches presented in this report. More detailed descriptions of specific alternative approaches will be provided later in this chapter and elsewhere in the report.

Factors to be Considered in Implementing Alternatives

Improving the quality of education in small high schools is not simply a matter of proposing some proven alternative approaches to the conventional high school. Several factors exist that can prevent the successful implementation of alternatives, unless careful planning and preparation is provided. The alternatives must be understood and the appropriate conditions must exist for their acceptance. Education is not an exact science with a hard technology and established cause-effect relationships, so you cannot prove that one approach is going to ultimately be any better than another. And since people are most comfortable with that with which they are familiar, you cannot introduce a new approach without laying a lot of groundwork and obtaining broad-based community and staff support. Change must be pursued in small increments and in a cooperative manner. Care must be taken to assess community and staff attitudes to make sure everyone possible is apprised of each step along the way, and that the need for and nature of the change is understood. Without such considerations, a teacher may, for example, unknowingly engage students in activities that violate community expectations regarding teacher/student roles, and thus thwart an otherwise promising effort. To overcome the inertia of traditional practices and promote serious consideration of alternatives, schools may consider activities such as trial runs through "pilot projects," or site visits to other schools already trying a particular approach, or devoting special staff and resources to working closely with the community in building a localized program. The most important thing to remember is that it is people, not money, or materials, or fancy equipment, that makes for an effective program.

Another factor that can inhibit the options one can pursue in implementing alternatives is the organizational structure of the school system itself. Schools tend to be organized around a centralized authority structure, with decisions flowing from the top down. Small high schools are often physically far removed from, and have only tenuous communication links with the authority structure, and thus find it difficult to obtain the kind of support and decisions that are necessary to respond to community-specific needs. Since individual schools are organized around a centralized administrative structure, they are allowed to adapt their specific programs only to the point where they don't complicate the management needs of the system. This has reached the point in some instances where it appears that the schools exist to support the administration, rather than the other way around. Small high school programs must be given enough administrative autonomy and support to allow them to pursue alternatives specifically suited to the particular needs of a community. Many schools and communities have expressed great frustration at the lack of responsiveness to or distortion of their wishes by some distant "administrator." Only by the decentralization and sharing of administrative authority can such problems be overcome.

One other factor that inhibits any attempt at trying something different is the inadequacy or inappropriateness of staff training. Small high schools are especially plagued by this problem, because very few teachers or administrators are prepared specifically for work in small high school situations. Even in a conventional small high school program, teachers are not prepared to teach multiple subjects to multiple grades. Any effort to introduce alternative approaches only further aggravates an already difficult problem. Concurrent with or preceding the introduction of alternatives, there must be appropriate training for those who are responsible for implementation. In addition, a large scale preservice and inservice program is necessary to help new teachers develop the skills and approaches required to teach effectively in a small high school setting. Without such training efforts, any approach that is taken will always be playing a catch-up game, because teachers will never be in a position to build beyond what exists now.

Regardless of the direction that small high schools may take in the future, the factors outlined above need to be anticipated if any improvement in the quality of education is expected to occur through the implementation of improved practices. Small high schools are especially susceptible to positive change, but they also pose special problems to the successful implementation of such change.

Some Structural and Functional Alternatives

When pursuing alternative approaches in the organization and delivery of any educational program, it is necessary to consider the impact of those approaches on both the structure and the function of the school. The degree of difficulty one can expect to encounter in introducing any alternatives in a system is directly proportional to the degree of change that is required of the system. But there are different kinds of changes, and some are more difficult to accomplish than others. In general, variations in the function of a system are more easily accomplished than changes in the structure of the system. Changes that affect both structure and function can have the effect of creating a different kind of system operation altogether and, therefore, are the most difficult to accomplish.

The conventional function of a high school is to offer training in a set of standard academic and vocational skills. The conventional structure of a high school is a homogenous group of students interacting with a prescribed set of instructional materials under a teacher's supervision for limited periods of time in a detached environment. Any significant deviation from such a structure or function requires extensive planning and negotiations amongst all parties involved. And it is only with some significant changes in both structure and functions that small high schools are likely to approach the ability to offer anything near the quality of educational programs that is expected and required of them. We will look, therefore, at some of the alternative approaches that are available for small high schools and sort them out along the lines of the types of changes they imply.

The following chart summarizes the major options that we have identified and categorizes them according to their fit with the conventional structure and function of high school programs. A more detailed description of each option is provided in Volume II of this report.

Category I represents those alternative approaches to organizing and delivering educational programs that require little adjustment in either the structure or function of the school. Most approaches listed are simply attempts to systematize or increase the variety of program activities. Some approaches place the teacher in more of an instructional manager role, but in general, the students are still organized into a conventional subject-matter, course-oriented framework. The ease with which such approaches can be implemented is evidenced by the large number of schools that are utilizing them. Many of them have the limitations, however, of being overly structured and oftentimes impersonal, both of which tend to be inhibiting characteristics for small high school situations.

SOME STRUCTURAL/FUNCTIONAL ALTERNATIVES FOR SMALL HIGH SCHOOLS

Function / Structure	Conventional Function	Alternative Function
Conventional Structure	I. Career Education Competency-Based Approach Telecommunication/ITV Programmed Materials Computer Assisted Inst. Vocational Education Correspondence Study Ken Cook Fly-in/Itinerant Inst. Artist-in-Residence	II. Community-School Folk Schools Native Studies Student Exchange Program Boarding Schools
Alternative Structure	III. Work-Study (RSVP) Project-Centered Approach Field Trips/Outdoor Educ. Micro-Society School School-without-Walls Mini-Courses Sustained Learning Approach Case-Action Learning Bilingual Programs Cultural Heritage Program Non-Graded/Multi-Grade Youth-Tutor-Youth	IV. Travel Programs Community-Based Approach Experiential Learning Walkabout Survival/Bush School Bicultural Programs Apprenticeships Sports and Recreation Program Community History/Foxfire School-Based Comm. Dev. Corp.

Category II alternatives represent adjustments in the function of the school, but within the conventional structure. Folk schools, Native studies, and community-school programs attempt to incorporate aspects of the community into the formal school structure. Boarding schools and student exchange programs attempt to provide expanded learning opportunities for students by providing access to conventional school programs in alternative settings. In most cases, the alternatives listed in Category II build upon and enhance the conventional school program and, therefore, are fairly easy to justify and implement. Control and authority over such programs still remains in the hands of the teachers and the schools, however, and little accommodation is required by anyone. Thus, the net effect is sometimes negligible. Because they are usually peripheral to the regular school programs, these approaches often disappear as time, resources, and enthusiasm dwindle.

Category III reflects those alternative approaches that involve adjustments to the way conventional learning activities are structured, but not in the basic functions they serve. This category represents the most promising set of options, because they involve accommodations of the school structure to community patterns of learning, but they are not such dramatic departures from conventional practice that people are unwilling to consider them. They are approaches that tend to bring the school and community closer together and engage students in locally meaningful activities. In addition, they provide means to offer conventional subject matter, at the same time providing opportunities for learning broader process and social skills. The increased role of students and community in defining the nature of learning activities in these approaches leads to a shift from teacher-centered to learner-centered activities and to a sharing of the learning role by the teacher. It is to these types of activities that we suggest small high schools turn when looking for ways to accomplish the same purposes as a conventional high school, but through more suitable means (more complete descriptions of each approach and references for further information are included in Volume II).

Category IV approaches are generally the most difficult to implement, because they involve changes in both the structure and function of a conventional high school program. In the long run, many of these approaches hold the most promise for productive educational experiences for rural Alaskan youth, but it will take time to build up the expertise and understanding necessary to implement them in an effective manner. Some of these approaches, such as "travel programs," are already being used in various forms, but in most instances, they are not well thought out and are not part of an organized, integrated curriculum framework. On the other hand, sports programs are highly organized at many schools, but are not considered part of the formal educational program of the school, though they often intrude on the formal programs. To the extent that schools are willing and able to effectively implement Category IV approaches, we encourage such efforts, but care should be taken to properly prepare for and follow through on them.

In the outline of a basic small high school program that follows, we shall draw primarily from the alternatives outlined in Categories III and IV, because they most adequately reflect the kind of structural and functional adjustments to the conventional high school model that we feel are necessary to make small high schools in rural Alaska work. The categories we have created are not mutually exclusive, and schools should not restrict themselves to the approaches we have listed. Our purpose is to try to make some kind of sense out of the various approaches that are being tried and considered, and to encourage everyone to seriously consider such alternatives. There is much room for experimentation and new ideas, so this discussion should serve only as a starting point. The limits are nowhere in sight.

E. A Basic Program for Small High Schools: Some Suggestions

Having examined some of the current issues in small high school program development and having discussed some alternative approaches, some suggestions will now be set forth for a basic program design that takes into account the various issues and options that have been presented. The suggestions presented here represent a synthesis of those ideas and approaches that seem to have the greatest potential for addressing the educational needs of young people in rural Alaska. The suggestions are not new, nor are they restricted in application to small high schools. They are, however, organized and integrated in such a way that they provide an approach to small high school programs that is adapted to the unique conditions that face such programs in rural Alaska.

What is presented here is a broad, flexible, structual framework for a program to cover the basic and essential aspects of a high school curriculum. The specific form and content of such a program in a particular district must be worked out around local conditions and in the participatory manner outlined earlier. While the specific features of each program will vary from district-to-district and community-to-community, the general structure of the programs must have sufficient similarities to allow for the exchange of services and the transfer of students. Toward that end the following framework is offered as a basis for small high schools to build their programs and for the State to develop a network of training and support services to put the programs into effect.

Since this is a basic program intended to address only the essential aspects of a high school curriculum, school districts are urged to expand and elaborate upon the design to accommodate additional needs and resources that may exist in their area. Specific elements of the design will be further developed and field tested over the next year to provide the resource materials and additional assistance necessary for field implementation. If school district response is adequate, a major materials development and teacher training effort will be proposed which over the next five years could provide support for statewide implementation.

Function

An important aspect in the development of any school program is a recognition of the limitations of the system we are working with. This is especially so with small high school programs, where the limitations of the conventional school system are most pronounced. A small high school cannot do everything, at least not in the same way, that a large high school can, so we must identify what it is we expect the small high school to do.

We are working from the assumption that it is better to do a few things and do them well, than to try to do everything and end up doing things poorly. We suggest, therefore, that small high schools focus their efforts on those academic, social, and practical skills that can be most readily provided in a small school/community context, and then work with regional and urban centers to offer, as part of a coordinated curriculum sequence, opportunities to acquire those skills not readily attainable in the home community, such as urban living skills and those skills that require large investments in laboratory or technical facilities. Opportunities to travel and study in other educational contexts, if adequately conceived and planned, can become an integral part of a coordinated curriculum sequence and thus, relieve some of the burden on the local school program and facilities (Kleinfeld and Berry, 1978). The local program can then concentrate on more personalized programs built upon local resources and needs. The small high school program can serve as the home base for students as they explore the resources in other schools and communities for concentrated periods of time.

In addition to coordinating the curriculum with other schools and communities, small high schools should seek the support of the regional or village native corporations and other potential non-formal educational entities, in developing youth organizations and other community-based mechanisms for providing the social and educational opportunities that the school is not adequately prepared to provide. These could include recreational and sporting activities, social and cultural activities, health services, and many of the vocational programs for which the community is the most appropriate learning environment. If the school were relieved of such activities, it could concentrate on the development of strong basic academic skills, the function for which it was originally designed. To the extent that the school must continue to serve non-academic functions, those functions should be concentrated in one half of the day, with an exclusive emphasis on academics during the other half. In this way both functions can be served without interruption of the academic program.

Small high schools can, if appropriately conceived, provide a strong, personalized educational program built upon local community resources and responsive to individual student needs. Students can be prepared with the necessary skills to follow whatever path they choose in the future, without restricting them to one choice or another. To accomplish this, however, small high schools must limit their functions and explore alternative avenues for fulfilling those functions. The functions most appropriate for schools to pursue are those involving the development of basic academic skills.

Content

The content of the curriculum for a small high school must be adapted to meet at least two sets of conditions. First the content must be suited to the developmental needs of the students. Since individual needs vary and group needs change over time, the content should focus on process skills, such as communication, problem-solving, and critical thinking, rather than the traditional subject matter skills, which are often time-bound and ethnocentric. Subject matter may serve as a means by which process skills can be developed, but should not be the exclusive focus of the curriculum. A focus on process skills can also help us shift the basis for curriculum development from an emphasis on a body of knowledge to a renewed emphasis on the student. Until such a shift is made, we will continue to reconstruct the old content into new forms, without addressing the basic inadequacies of that content.

The second set of conditions that curriculum content for small high schools must address is the limited capability of the school itself. Limited staff, resources, and facilities restrict the range of offerings that can reasonably be expected, with any degree of quality, from a small high school. The curriculum content should, therefore, capitalize to the maximum extent on those resources that are available, and it should be organized in such a way as to make teaching and learning a manageable enterprise.

We suggest that the content of a small high school currriculum be organized around three broad, interdisciplinary areas of study: 1) communication arts, 2) environmental studies, and 3) human ecology. Within these three areas are contained the basic ingredients necessary to cover conventional subject matter content, as well as general process skills. In addition, these three areas of study can be readily adapted to the unique problems in rural Alaska and can draw upon existing resources to address those problems. The following chart summarizes the basic elements of such a curriculum design.

A Basic Curriculum for Small High Schools in Alaska

	Communication Arts	Environmental Studies	Human Ecology
Basic Process Skill Development	Reading Writing Critical Thinking Visual Expression Oral Expression Communication	Problem Solving Instructive/Deductive reasoning Numerical Computation	Decision-making Social Interaction Organizing Reflective Thinking
Subject Matter Development	Language Arts Fine Arts	Science Math	Social Studies Career Development
Sample Units Adapted to Rural Alaska	Oral Literature Bilingual Education Film Studies Language Studies Native Arts/Music/Dance/ Poetry Debate Comparative Literature Community History	Land Management Wildlife Management Fisheries Management Arctic Survival Resource Production and Management Forestry Natural History of Alaska Environmental/Outdoor Education	Law & Government Land Claims (ANCSA) Alaskan Studies Corporation Structure Health and Nutrition Consumer Skills Practical Living Skills Population Studies Futures Analysis Business Management Urban Survival

Some of the advantages to organizing the curriculum around the three areas of study listed are:

1) the content can be readily applied to local problems and utilize local resources

2) the curriculum is more likely to be suited to the social and cultural needs and perspectives of the students and communities

3) the content can be readily extended to encompass issues and problems of regional, state, national, and international scope

4) the content can readily accommodate past, present, and future problems and perspectives

5) fewer staff and facilities are necessary to offer a complete program

6) the areas of study can be readily integrated with alternative approaches to curriculum delivery

7) the curriculum becomes manageable for both students and teachers

Some of the disadvantages to this approach are:

1) the choice of areas of study available to the students is restricted

2) teachers are not presently trained to provide the combination of skills and perspectives implied in the three areas of study

3) the curriculum materials and support services necessary for full-scale implementation are not currently available

Though the disadvantages listed above will be difficult to overcome, it remains more a question of will than way. Many teachers are approaching their students from this perspective already, on an individual basis. What they lack is a comprehensive curriculum framework and a supportive climate within which to proceed. If school districts, the State Department of Education, and the universities can come to some general agreement on a curriculum framework, existing resources could be redirected toward the implementation of that framework at little additional cost or effort. The curriculum design outlined here is offered as one approach by which this may be accomplished.

Method

Effective implementation of a process-oriented curriculum requires reconsideration of the methods used to convey the appropriate learning experiences. Students do not develop social interaction skills by reading or listening to a lecture on them. They must engage in interaction themselves. It is necessary, therefore, that learning activities be experiential in design and take place as much as possible in natural community contexts. By moving learning activities into the community, or by bringing aspects of the community (people, events, etc.) into the school, the activities are more likely to have meaning for the students, as well as be more responsive to students' unique needs and interests. The students themselves, as well as other community members, can then become contributors to the curriculum development process on an ongoing basis, and teachers can share in the learning experience as facilitators, rather than as subject-matter specialists.

One of the most popular and versatile approaches to experiential, community-based learning is that of the project. Projects can be designed around nearly any subject, for nearly any length of time, to fit almost any situation and involving any number of students. Teachers often use projects as a means to supplement regular curriculum activities. We are suggesting, however, that projects become the focus of learning, and the other activities serve the support function. Projects are especially suited to the utilization of local resources and the surrounding environment. They involve the students in firsthand experiences that can provide useful services at the same time that they can provide sustained learning activities. When students build a boat, or operate a store, or plan a trip, or go camping, they learn much more than the immediate activity implies, and they are able to gain considerable satisfaction and support for their efforts.

Examples of projects developed by Alaskan teachers are included in Volume II, along with a more detailed rationale for their use. Teachers are encouraged to develop their own projects, big or small, in whatever subject areas they teach, and begin working toward a comprehensive project-centered approach to their teaching. A catalog of projects and a framework for their use will continue to be developed through the Small High Schools Project so that, eventually, a complete set of curriculum projects will be available for teachers to choose from to help adapt their teaching to the unique needs of the students in the communities in which they teach.

Structure

While it is possible to structure a high school program in an infinite number of ways, some ways lend themselves to particular purposes and approaches more so than others. The effective implementation of the process-oriented, community-based, project-centered approach described above requires some basic reordering of the conventional school structure.

First of all, opportunities for sustained learning activities must be provided by some form of block scheduling, where teachers are able to work with the same students for extended periods of time, so that large scale projects can be planned and carried out without interferring with other aspects of the program. While one teacher is covering a six-week unit in environmental studies, another can be escorting students on an extended travel program, and another can be working with students on the production of a native arts festival, and still other students can be attending a program at the regional high school that cannot be made available locally. By carefully planning of a complete program in this way, the district can make more effective use of its staff and resources, while providing students with a wide variety of in-depth learning experiences.

In addition to block scheduling, the school day should be segmented into academic and social blocks, so that each teacher is assured of at least a three-hour undisturbed time period during which students can become engaged in concentrated learning activities. In most cases, the mornings are best suited to academics and the afternoons to more social activities, though this may vary, depending on the seasonal activities of the community. With a segmented day, and block scheduling, teachers are required to plan and teach only one sustained learning activity at a time, and should, therefore, be able to do a more careful and thoughtful job. Similarly, students are able to immerse themselves in an activity in greater depth and with greater opportunity for exploring options.

Block scheduling is also suited to the problems of providing a complete high school program in a one- or two-teacher school. Since the curriculum content outlined earlier implies a minimum of three teachers to offer a full high school program, it is possible to link two or three or more small schools together to create one complete program. Teachers and/or students may then rotate to different schools according to the blocks of time required to complete various segments of the curriculum. Everyone would then have access to all parts of the curriculum without each school requiring a complete set of staff and facilities. Each school should have at least one teacher, however, that remains throughout the year, to provide continuity and support for the students.

Another variation in structure that can be used in the smaller schools is an alternating year curriculum. Instead of offering all subjects every year, the curriculum can be offered in two-year cycles, thus reducing the teaching load while still offering students a full curriculum over a two-year period (Murphy, 1977).

All of the structural variations outlined above require careful planning and thoughtful implementation. The teachers will find their past training of limited use and will be required to improvise in ways in which they have not previously had experience. Students will engage in activities not previously associated with schooling, and parents will wonder what everyone is doing. So any attempt to implement any of the above suggestions on a large scale should be carefully worked through by all parties concerned, and all the necessary support services should be developed beforehand. To do otherwise will assure that little change occurs over the long run.

Summary

1) The function of a small high school is to provide a strong instructional program, aimed at the development of basic academic skills, with other functions to be either segmented out to particular parts of the day, or to be assumed by non-formal education programs outside the school.

2) The content of a small high school curriculum should be process-oriented and community-based, with the three primary areas of study being communication arts, environmental studies, and human ecology.

3) The method for a basic small high school curriculum should be experientially oriented with an emphasis on project-centered, sustained learning activities built around local resources and utilizing the local environment.

4) The structure of a basic small high school program should be flexibly organized into a block schedule format, with the days segmented, if necessary, to allow for students and teachers to pursue sustained, in-depth learning activities.

Application

The basic small high school program design described above is intended to be adaptable to any small high school situation, with the details to be worked out in response to local conditions. Three examples of the application of the design are provided here to illustrate its adaptability to two different sets of conditions. The first (Option A) is a three-teacher high school serving a single community. The second (Option B) and third (Option C) are arrangements in which three one-teacher schools or two two-teacher schools in compatible communities are linked together in a cooperative staffing and programming framework. All three options are organized around the three general areas of study outlined earlier, and provide opportunitites for an in-state and out-of-state travel program, access to regional school facilities, and an urban experience for senior students. Four nine-week blocks (the equivalent of a 180-day school year) are provided for each of the three areas of study, with another four nine-week blocks available for the "extended learning activities" offered outside the local community. Within each nine-week block, instructional units of three, six, or nine weeks duration may be offered.

Option A -- One School, Three Teachers

SAMPLE OUTLINE OF A BASIC SMALL HIGH SCHOOL PROGRAM

9 Weeks	1st Quarter			2nd Quarter			3rd Quarter			4th Quarter		
3 Weeks	1	2	3	4	5	6	7	8	9	10	11	12
Year I (Freshman)	(Communication Arts I & II) →						(Environmental Studies I & II) →					
Year II (Sophomore)	(Regional High School Program)			(Environmental Studies III)			(Communication Arts III)			(Human Ecology I)		
Year III (Junior)	(Human Ecology II & III) →						(In-State and Out-of-State Travel Program) →					
Year IV (Senior)	(Environmental Studies IV)			(Urban Center Program)			(Human Ecology IV)			(Communication Arts IV)		

Option A -- One school, three teachers. Under Option A, students in a three-teacher school are able to engage in a full range of curriculum options with the opportunity for intensive, sustained, integrated learning activities. The three teachers (one each in communication arts, environmental studies, and human ecology) are able to work with a single grade level at a time, in a single area of study, for periods ranging from 3 to 18 weeks per unit. After the first year, students are able to participate in extended learning activities organized by the district to give them access to specialized learning resources (labs, equipment, staff) and alternative learning environments. The extended learning activities can be coordinated by special district staff, or by an additional resource person in each community/school. As the number of teachers increases, program offerings can be increased, or the teachers can specialize in specific topical units within the three general areas of study. The specific sequence of offerings can be varied to suit local cultural and seasonal patterns.

OPTION B -- Three Schools, Three Teachers

SAMPLE OUTLINE OF A BASIC SMALL HIGH SCHOOL PROGRAM

	9 Weeks	1st Quarter			2nd Quarter			3rd Quarter			4th Quarter		
	3 Weeks	1	2	3	4	5	6	7	8	9	10	11	12
Even Years	Year I	Sch. A (Communication Arts I)			(Human Ecology I)			(In-State Travel Program)			(Environmental Studies I)		
		Sch. B (Human Ecology I)			(Environmental Studies I)						(Communication Arts I)		
		Sch. C (Environmental Studies I)			(Communication Arts I)						(Human Ecology I)		
Odd Years	Year II	Sch. A (Communication Arts II)			(Human Ecology II)			(Regional High School Program)			(Environmental Studies II)		
		Sch. B (Human Ecology II)			(Environmental Studies II)						(Communication Arts II)		
		Sch. C (Environmental Studies II)			(Communication Arts II)						(Human Ecology II)		
Even Years	Year III	Sch. A (Communication Arts III)			(Human Ecology III)			(Out-of-State Travel Program)			(Environmental Studies III)		
		Sch. B (Human Ecology III)			(Environmental Studies III)						(Communication Arts III)		
		Sch. C (Environmental Studies III)			(Communication Arts III)						(Human Ecology III)		
Odd Years	Year IV	Sch. A (Communication Arts IV)			(Human Ecology IV)			(Urban Center Program)			(Environmental Studies IV)		
		Sch. B (Human Ecology IV)			(Environmental Studies IV)						(Communication Arts IV)		
		Sch. C (Environmental Studies IV)			(Communication Arts IV)						(Human Ecology IV)		

Option B -- Three schools, three teachers. Option B provides students in a one-teacher school with the same range of curriculum opportunities as Option A, but requires that three such schools link together to exchange and share resources, staff, and/or students. Although such a program could be offered in a single school with a single teacher, a more productive program is likely if two or three schools are able to coordinate their programs and allow teachers to concentrate their energies in a single area of study. This can be accomplished by organizing the three areas of study into nine-week blocks, and then rotating staff and/or students between schools. The extended learning activities can be offered to the different schools and grade levels concurrently, so that staff time and resources can be most effectively used to coordinate such activities. While each of the three areas of study is offered in each school each year, the sequence within each area could be organized on an alternating year basis and students grouped into two sets, so that teachers would be required to organize only two series of learning activities at a time, rather than four. This would have the effect of altering the sequence of study for students who enter on odd years from I-II-III-IV (as taken by students entering on even years) to II-I-IV-III. Therefore, segments I and II, and segments III and IV would each have to be interchangeable to allow them to be taken in reverse order. This should not be a problem if a project-centered approach is used. Otherwise, the only drawback of Option B is that it involves quarterly movement of teachers and/or students between schools, which can be disruptive to the program, as well as to the personal lives of the participants. But, such considerations must be weighed against the advantages of being able to offer a complete high school program with some degree of quality in a one-teacher school.

A variation of Option B that would allow teachers to remain in one community while maintaining responsibility for a single area of study for all three schools, would be to have the three teachers jointly develop the complete program of studies for the three schools, and then each teacher could tutor the students in their school who are engaged in activities that were designed by the teachers in the other two schools. Such an approach could be supplemented with occasional workshops in which all students are brought together, and by teachers traveling to the other schools on a regular basis. This kind of an extended team-teaching arrangement would link the three schools together in an integrated program, without placing the burden of relocation on the students or staff. It would also allow for considerable flexibility in the organization and sequencing of the program of studies.

OPTION C -- Two Schools, Four Teachers

SAMPLE OUTLINE OF A BASIC SMALL HIGH SCHOOL PROGRAM

	9 Weeks	1st Quarter			2nd Quarter			3rd Quarter			4th Quarter		
	3 Weeks	1	2	3	4	5	6	7	8	9	10	11	12
Even Years	Year I	Sch. A (Communication Arts I) Sch. B (Environmental Studies I)			(Communication Arts II) (Environmental Studies II)			(Communication Arts III) (Environmental Studies III)			(Communication Arts IV) (Environmental Studies IV)		
Odd Years	Year II	Sch. A (Environmental Studies I) Sch. B (Communication Arts I)			(Environmental Studies II) (Communication Arts II)			(Environmental Studies III) (Communication Arts III)			(Environmental Studies IV) (Communication Arts IV)		
Even Years	Year III	Sch. A (Regional High School Program) Sch. B (Human Ecology I)			(Urban Center Program) (Human Ecology II)			(In-State Travel Program) (Human Ecology III)			(Out-of-State Travel Program) (Human Ecology IV)		
Odd Years	Year IV	Sch. A (Human Ecology I) Sch. B (Regional High School Program)			(Human Ecology II) (Urban Center Program)			(Human Ecology III) (In-State Travel Program)			(Human Ecology IV) (Out-of-State Travel Program)		

Option C -- Two schools, four teachers. The third option combines aspects of Options A and B for two cooperating schools that are staffed with two teachers each. Each area of study is offered in a one-year sequence on an alternating year basis, with each teacher responsible for a single area of study, along with a coordinator for the extended learning activities. In this way, teachers have to move back and forth between each school only once a year, though two moves per year would allow for a greater variety in sequencing. For example, Communication Arts I and II, and Environmental Studies I and II could be offered in the first year sequence, followed in the second year with segments III and IV, with the teachers switching schools in mid-year. Option C could also be offered in a single two-teacher school, if each teacher was prepared to teach two areas of study. Under such conditions, the sequencing of offerings could be easily varied to accommodate student and community needs. As with Option B, half the students would have to be organized to work independently while the other half worked with the teacher.

Extended learning activities. In each of the options outlined above, a four-part series of extended learning activities is provided for all students within the framework of their regular high school program. These activities consist of nine weeks in each of a regional high school program, an urban center program, and an in-state and out-of-state travel program, all of which are intended to provide students with learning opportunities beyond those readily available in the local community. The extended learning activities should be well thought out and organized into an integrated curriculum sequence, so that they can be part of the accredited program and maximum learning can occur. In most cases, these activities should be organized at the district level, since they would involve students from several schools at a time, though some larger schools may be able to utilize local staff, or even employ their own extended learning activities coordinator/teacher. To be effective, all of these activities require well qualified staff and a great deal of advance planning.

The regional high school program should provide students access to labs, shop equipment, and other facilities that are too expensive or specialized to warrant development in each community. In most regions, such facilities already exist or could be easily assembled and, therefore, would require little more than careful planning to convert to regional use. In addition to regional facilities, students could also make use of facilities at the Seward Skill Center or Mt. Edgecumbe during this nine-week period. Placement would be determined by individual interests and the availability of training opportunities. A regional coordinator for such activities would probably be required to assist in the identification and development of facilities, and in the placement of students.

The urban center program is aimed at helping students develop urban survival skills and providing them with an opportunity to participate in activities that are situated in an urban environment. While students might spend some time visiting an urban school, this is not intended to be an urban high school experience. Instead, students should study and experience the total urban scene and learn how it interacts with rural communities. This could include activities such as work/study experiences (e.g., RSVP), observations, surveys, tours, live-in situations, attending meetings, conducting interviews, and then discussing the implications of all that they are doing for themselves and for their home community. Such a program will require a specially trained teacher living and working with the students in the urban center. Each district may employ such a person, or a more extensive program could be made available in each of the urban centers (Anchorage, Fairbanks, and Juneau) under the auspices of the State Department of Education. Whichever approach is used, a well thought out urban center program should be a high priority for every rural district, and should be offered as an integral part of each student's high school learning experiences. This is a badly neglected area that should receive serious attention if small high schools are to offer more than a self-limiting, parochial educational program.

The in-state travel program is intended to serve some of the same functions as the urban center program, but focusing on a broader range of experiences. Activities might include a visit to the state capitol and observing the legislature in session, extended camping trips (Mt. McKinley, Kenai Peninsula), student exchanges across regions, and firsthand experiences with various industries in the state (oil production, logging, fisheries, etc.). All of these activities should be designed to maximize the learning that occurs and thus, serve to fulfill some of the basic curriculum requirements for the district. Once such a program is developed and implemented on a regular basis, the various participating groups can begin to offer segments of the program as an ongoing public-service function. The in-state travel program should give the students a good picture of the state as a whole, and their part in it.

The out-of-state travel program is an extended series of activities that revolve around a six- to nine-week trip through the United States. To be most effective as a learning activity, such a trip must go considerably beyond a whistle-stop tour. Students should become directly involved from the earliest planning stages, through the fund raising and trip organizing activities, and on to the post-trip reports and write-up. A description of some strategies for making an effective travel program are included in Volume II of this report. The specific itinerary for each travel program may vary according to student interests, schedules, and funding, but each scheduled stop along the way should have a purpose as deliberate as any activity offered in the school back home. Travel programs offer a rare and rich opportunity to provide students with firsthand experiences in situations that they would otherwise only be able to read or hear about. These opportunities should not be squandered, as many of them are now, by making last-minute arrangements to send students someplace because some unexpected funding suddenly became available. A well-planned travel program, organized by the students with the assistance of a well-qualified person, can be more "educational" than all the American history, government and geography books and films put together. It is primarily a matter of making the most of the resources and opportunities available.

One reservation is in order before we leave the topic of extended learning activities. An occasionally expressed rationale for programs such as those outlined above is to "expose students to the outside world," implying that the outside world is somehow better and more desirable, and by exposing students to it, they will be more inclined to strive to become part of it. That is not the intention of the programs described here, but it is an inherent danger that should be recognized and anticipated. While some students may find some aspects of the places they visit interesting and even intriguing, it is not likely that such experiences will have any long-term assimilationist effects. In fact, if properly organized, these activities can serve to strengthen, rather than weaken, the student's cultural ties by providing experiences that stimulate positive reinforcement of their group identity. The purpose of these activities is not to entice students away from their culture and community, but to provide them with a deeper sense of and, therefore, control over their relationship to the broader social, economic, and political order. Which purpose is achieved, however, is determined, in part, by the attitudes of those persons responsible for implementing the program. Once again, it is important, therefore, that the local community have a major role in the design and implementation of these programs, so that the effects of the programs are compatible with community wishes.

What has been outlined so far is only the bare outline of an approach to a small high school program design for Alaska. Work is currently in progress to develop a complete set of Alaskan-based units for each of the areas of study outlined above, and to assemble the resources necessary to make those units available on a statewide basis. Much work is yet to be done to develop appropriate graduation requirements, accreditation standards, teacher training programs, etc. reflecting the outlined approach. If the field testing of this approach proves successful, such work will continue in earnest throughout the formative years of small high schools in Alaska.

III. CONCLUSION

Small high school programs are an established fact in most communities in rural Alaska. The inadequacy of the conventional design of a high school program for rural Alaska is rapidly becoming an established fact as well. The problems that small high schools are facing cannot be attributed to any particular party in the process, but their solutions are the shared responsibility of all parties involved. If widespread supportive actions are not taken soon, many small high schools are doomed to failure, along with a whole generation of young people whose education will be sorely needed during the next decade to help bring the potential benefits of the Alaska Native Claims Settlement Act to fruition. Small high schools have been established at a critical point in the development of Alaskan native self-determination, and it is in the long-term interests of everyone involved to insure that these new institutions are able to meet the challenge. To do otherwise will only result in extensive social and economic disorder and a weakening of the cultural fabric that gives Alaska its strength and uniqueness.

Small high schools _can_ be developed into effective institutions, but not without a careful rethinking of their basic functions and design, and a strong commitment of time, energy, and resources on the part of everyone involved. The outline of a basic small high school program design provided in this report is offered as a general framework around which local programs can be built and a statewide support system can be developed. We have attempted to address, in as comprehensive a way as possible, the many issues and problems we encountered in our fieldwork in small high schools during the past year. We have tried to identify which approaches seem to work and which do not, and have built a program design around those approaches that seem to have the most potential for effective application in rural Alaska.

What has been presented so far is only the rough outline of a complete high school program. We are addressing ourselves, during the second year of the Small High Schools Project, to the development of specific instructional units and materials and training programs that will provide more explicit help in actually implementing such a curriculum design. We are actively seeking ideas, input and reactions from anyone that feels they may have something to contribute to the Project, and we are planning to work with two or three school districts that are interested in field testing this approach on a district-wide scale.

In the meantime, we have assembled a list of recommendations, some general and some specific, addressed to various needs and participants, to assist small high schools in improving the quality of their educational programs. Many of the suggestions came from persons involved in the small high schools we worked with over the past year. Others are related to the implementation of the program design presented in this report. The recommendations are organized into two sections. The first section lists recommendations according to the group or agency responsible for their implementation. The second section lists recommendations oriented to particular needs relating to small high school program development. Recommendations which are addressed to both a need and a responsibility will be reflected in both sections.

A. Recommendations

Recommendations addressed to particular roles and responsibilities: The following recommendations are listed according to the parties responsible for their implementation.

State Department of Education

1) The State Department of Education should seek to establish an annual conference for people engaged in small high schools, to facilitate an exchange of ideas, information, and materials, and to foster an annual review of the status of small high school development. Such a conference should include workshops on small high school issues, demonstration of promising approaches, and a sharing of views by professional and community persons. At least one teacher, one student, and one Community School Committee member should be invited from each community.

2) Certification regulations should be reviewed and alternative standards developed to insure that small high school teachers are prepared to teach effectively in rural Alaskan communities. Endorsements should be established in each of the three areas of study (communication arts, human ecology, and environmental studies) and universities should be encouraged to develop appropriate teacher training programs, designed to fit Alaskan conditions, rather than in response to generalized national standards. In addition, a two-step certification process should be developed to allow local communities a greater role in determining the type and quality of teachers they want to live and work in their community. Finally, greater opportunities for certification of local persons to work in the school as recognized teachers should be made available to school districts.

3) The State should seriously explore the possibility of the development of urban center programs in each of the three urban communities (Anchorage, Fairbanks, and Juneau), to provide students from small high schools with the opportunity to explore and experience the urban environment in a systematic and supportive manner, as part of their regular high school program. School districts could contribute to the operational costs of these programs in proportion to the number of students they send to participate.

4) The State graduation requirements and school accreditation standards should be reviewed to allow for the incorporation of extended learning activities (urban center program, in-state and out-of-state travel programs, and regional high school program) as an integral part of a regular high school program. In addition, greater opportunity for assistance in the establishment of local standards should be provided,

to encourage the development of locally responsive curriculum, and to protect against the substitution of quantity of requirements for quality.

5) The State should explore the possibility of establishing some form of a voucher system for financing small high schools, as a means to give students and parents greater freedom of choice in selecting schools to attend, and to encourage the development of alternative schools from which they can choose. Inquiries should be made to British Columbia, where a voucher plan has been put in effect.

6) The State should work with local districts to pursue the establishment of a statewide training program for school maintenance personnel, to help them cope with the technological complexity of many of the new facilities, and to develop ways to share resources across regions and cut down on operational costs. In addition, a 5-10 year projection of maintenance and operational costs should be made to assess and anticipate the impact of the new facilities on the finances of small districts.

7) Efforts should be made to consolidate BIA and State supported schools as quickly as possible in those communities where both are operating, to eliminate the conflicts and redundancy in operations that exist now.

School Boards

1) The Alaska Association of School Boards, in conjunction with the Alaska Native Education Association, should sponsor a workshop for rural school board members to fully acquaint them with their authority and responsibilities with regard to small high schools, and to familiarize them with the options available for implementing small high school programs.

2) School boards should establish communication and exchange networks that provide an opportunity for districts to share ideas and learn from each other's experiences. Members should seek to attend board meetings in other districts and visit various district offices and schools.

3) Board meetings should be rotated to the various communities throughout each region to insure that everyone in the district has an equal opportunity to share their views and to allow board members to observe the various Community School Committees and schools in operation. Whenever appropriate, meetings should be conducted in the local language, and/or effective translation should be provided.

4) Board members should take an active role in developing district policies and should seek information about issues from as many different sources as possible. In addition, board members should exercise their authority in establishing their own agenda for board meetings and in directing district staff to

pursue alternative courses for the solution of district problems, rather than relying solely on the district administration to carry out those responsibilities.

5) Since the most critical decision a school board makes is in the selection of a superintendent, they should make every effort possible to attract good candidates, and then make sure they know everything possible about the candidates' background, attitudes, and performance before the selection is made. This should include, to the extent possible, contact with the previous employer and employees and with the State Department of Education, to get some indication if the candidate is able to develop a school program that is responsive to particular community needs.

6) School boards should actively encourage and support persons from the local communities to seek training as teachers and administrators, and thus develop as much of a local educational force as possible, to insure consideration of community views at the professional level as well.

7) School boards should encourage and support the development of youth organizations and other non-formal educational opportunities for young people to pursue beyond those offered through the formal education system. In addition, efforts should be made to separate out the academic functions of the school and the many non-academic social, athletic, recreational, and vocational functions that could be better provided through community-based activities, either under a special support service branch of the district, or in cooperation with the local non-profit native corporation. To the extent that such activities (including many federal programs) remain within the domain of the school, they should be structured into one half of the school day, with academic activities offered exclusively during the other half, so that students are not distracted from concentrated learning activities.

8) Each school district should establish a position for a curriculum developer to assist in the development of an integrated, locally responsive curriculum for the district.

9) An annual teacher orientation program should be provided in the beginning of each school year to bring all district staff together to discuss current issues and develop plans for the upcoming year, as well as to help socialize new staff into the district and help them develop a sense of the district as a whole. Such a program should include strong participation of school board and CSC members.

10) Wherever possible, school facilities should be streamlined, to incorporate the least complex and most easily maintained operational design available to provide the necessary services.

Community School Committees

1) CSCs should hold at least one region-wide meeting each year to exchange viewpoints, to share each other's experiences, and to develop positions and recommendations of region-wide importance and interest. Discussion of local and regional issues and the identification of the various options for resolving the issues should be a primary focus of this meeting.

2) CSCs should encourage maximum community participation in educational activities at all levels, and CSC members themselves should take an active role in all school-related matters, including the selection and evaluation of teachers and principals.

3) CSCs should attempt to inform new school staff of local community social and cultural ways, and of their expectations regarding teacher behavior in the community and school. These expectations should be made known at the time of the initial interview, so that when someone accepts a position they know what to expect. Whenever possible and appropriate, school staff should be included in community activities and should be invited to particpate in community social functions.

4) CSCs should encourage the district and local staff to develop a strong school program that is built around local needs and resources and provides students with the opportunity to gain the skills they will need as future adults. CSCs with small high schools should not expect their program to look the same as high school programs in Anchorage or Fairbanks, but they should expect similar opportunities as those provided in larger high schools, though such opportunities will have to be made available and organized in different ways than we are used to. Once a small high school has been set up, the CSCs should make sure their district and the State follow through on the development of a high quality educational program and provide the resources and expertise necessary to make it work.

Superintendents

1) Superintendents should assist the board in developing explicit and easily understood goals and policies for the district, so that expectations are known by all parties involved. These should be printed in a policy manual that is easily readable and can be distributed throughout the district, including parents and students.

2) Whenever possible, broad, district-wide input should be sought for major administrative decisions, to increase the chances of those decisions being appropriate, and to maximize support for their implementation. Varying points of view should always be given balanced consideration based on their merits.

3) To the extent that it is possible, authority and responsibility should be delegated to the local level, to allow decisions to be made within the context of local concerns and with the minimum of complications and paperwork. The more isolated the school, the more important the delegation of authority. The central administration should be viewed as a support and coordination function, rather than maintaining direct operational authority.

4) The superintendent should seek to promote extensive communication between schools and communities regarding educational matters and should provide for the establishment of effective communication networks through meetings, newsletters, and exchanges between schools. In addition, superintendents should personally visit each school and community in the district at least two or three times during the school year.

5) Superintendents should encourage and support inservice training opportunities for teachers and should insure that the necessary time and resources are available to obtain such training. In addition, a mid-year break should be provided for school staff with a district-sponsored inservice session built around the annual teachers conference in Anchorage, to relieve winter tensions and rejuvenate everyone for the remaining months of school. Several districts have already instituted such a practice and have found it well worth the investment, if properly planned and implemented.

6) Teacher recruitment and selection should be given top priority by superintendents, and should be accomplished with as broad participation as possible. Candidates should be interviewed in person as close to the local level as possible (preferably by the CSC), and all possible information should be provided to give the candidate a realistic picture of the potential teaching situation. Teachers with Alaskan training and/or experience and familiar with rural teaching conditions should be given top consideration, assuming past teaching experience has been satisfactory. Teachers should not be placed outside their areas of expertise except in emergency, and only on a temporary basis, unless they are under the supervision of an appropriately qualified person. Teaching assignments should not be hastily made at the last minute, but should be accomplished as part of a well-planned program staffing pattern worked out in cooperation with the communities involved.

7) A district curriculum development specialist should be employed to assist in the formulation of district-wide curriculum policy and to work with local communities in the development of locally responsive curriculum.

Curriculum Developers

1) Small high school curriculum should be built around contemporary conditions in rural Alaskan communities and should utilize local

resources to the maximum extent possible. In addition, extended learning activities should be provided as an integral part of the curriculum to give students access to resources and experiences outside the local community, including regional high school facilities, urban center experiences, and in-state and out-of-state travel opportunities.

2) The statutory requirement that a minimum of one half of one percent of school building costs be set aside as a contribution to the development of artworks for the facility should be considered as a potential educational activity to be integrated into the school curriculum.

3) Small high school programs should be flexible and include sufficient options to allow students to pursue individual interests, but should also provide continuity in learning, such that succeeding experiences are built upon those that precede. Curriculum sequences should be worked through so that all students in the district have the same learning opportunities, though the specific order and manner in which the learning is accomplished may vary from school to school and student to student.

4) Once a curriculum framework has been established for each school, a strong curriculum support service should be developed for the district to make sure teachers have the resources and training they need to adequately implement the program. To the extent possible, the person responsible for curriculum in the district should make visits to the various schools to get a firsthand perspective of each program.

5) The process of developing a curriculum should involve participation from all segments of the community and school, and should encompass consideration of structure and method, as well as content. The curriculum should be tied closely to the economic opportunity structures envisioned by the regional corporations and to the staff development program of the school district.

6) Community-based, experientially-oriented, project-centered approaches to curriculum and teaching should be pursued wherever practicable

Principals

1) Principals should include teachers, students, and community members in local decision-making to the maximum extent possible. Decisions that affect the community should include community input obtained through channels that are consistent with local practices.

2) The school program should be organized to insure maximum opportunity for teachers to offer extended periods of in-depth

learning activities without interruption by outsiders. If possible, mornings should be set aside exclusively for instruction, with other activities and functions to be carried out in the afternoons. As opportunities develop, responsibility for non-instructional activities (social, recreational, vocational) should be shifted into the hands of community interests, such as a non-profit corporation, to relieve the school of functions for which it was never intended.

3) Principals should serve as advocates for local community and school (teacher) interests in discussions with district office personnel. In addition, principals should attempt to teach at least one class, and should keep administrative travel to a minimum, so that the primary focus of concern remains with the local school program.

4) Resources and staffing should be acquired in response to an established school program plan, rather than the other way around. CSCs should be involved in the development of program priorities and in the selection of teachers to address those priorities.

Teachers

1) Teachers should utilize the local community as an educational resource to the maximum extent possible and they should involve local people (including itinerant personnel) in learning activities. Students should be engaged in experientially-oriented, project-centered activities, with the teacher serving as an active participant in a two-way learning process, so that the teacher can learn about and be responsive to the community's perspective at the same time the students are learning the school's perspective.

2) Teachers should move to the community in which they will teach (if they don't already live there) several weeks before school opens, so they can become acquainted with people on the community's grounds, before they take on the role of "teacher". During this period, teachers should strive to learn as much as possible about the way language is used, the effects of the Alaska Native Claims Settlement Act, local attitudes toward and uses of the surrounding environment, etc., so that all of this can be taken into account in their teaching, and in their everyday behavior in the community.

3) Teachers should seek to become aware of the functioning of the school as a social system, and foster the development of personalized relationships with and amongst students to help establish a strong sense of community and common commitment to cooperative learning endeavors. Conversely, teachers should attempt to avoid prestructured, mechanistic, individualistic approaches that tend to set the students apart to perform individualized tasks without the benefit of interaction and

negotiation regarding the nature of the learning activity. The most important task of the teacher is to establish a social community with the students.

4) Teachers should establish a policy of non-interference during periods of intensive instructional activities, so that in-depth learning can be pursued without intrusion by non-instructional activities. School programs should be organized to allow for sustained learning activities that extend over large blocks of time (3, 6 or 9 weeks), so that teachers can make more effective use of time and resources.

5) Teachers should acquire training in broad interdisciplinary subject areas (e.g., social sciences, humanities, or math and science), and in the realm of cross-cultural education, so that they can teach under the range of conditions required in small high schools in Alaska. They should also maintain as much flexibility and adaptability as possible in their outlook as well as in their personal lives, so that they can accommodate to the changing conditions in which they will work. Teachers should not accept a position in a small high school unless they are self-reliant, are willing and able to improvise, and are able to tolerate a high degree of ambiguity.

Students

1) Students should seek an active role in decision-making at the district (Board), community (CSC), and school levels. In addition, they should organize to give them a collective voice in school-related matters. Sharing of experiences between schools should be fostered through regional student meetings, and a student newsletter, to be circulated throughout the region.

2) Students should encourage the development of student exchanges and other opportunities to gain experiences in other settings. At the same time students should actively participate in local cultural activities and support programs aimed at strengthening the cultural heritage of the region.

3) Students should help develop interest on the part of community members in what goes on in the school and in taking an active part in shaping what the school does. Students should sponsor their own open house and invite parents and teachers to see the school from their perspective.

4) Even if school does not seem to have much to offer at the moment, students should hang in and try to make the program more responsive, because schooling still has a powerful influence on what one can and can't do in the future. Rather than giving up, students should try to make the school work for their interest.

Native Non-Profit Corporations

1) Non-formal educational programs and youth organizations should be established in each region and community to assume responsibility for the social, recreational and vocational activities that the school is not suited to provide. Such programs and organizations should be tied to the community through established entities such as the non-profit corporations and should serve to prepare students for the adult leadership roles they will have to assume with regard to implementation of the Alaska Native Claims Settlement Act.

2) Corporations should take an active role in defining curriculum needs for the school, and they should provide opportunities for students to obtain real-life experience through work/study participation in corporation programs. All students should be fully acquainted with their responsibilities as a corporation stockholder before they graduate from school.

3) Non-profit corporations should seek to establish, in cooperation with the school district, a position of athletic/recreation coordinator in each community to assume responsibility for use of the gym and assist in organizing all athletic and recreational activities, including basketball, to relieve schools of those functions not directly related to instruction.

Universities

1) The University of Alaska, in conjunction with the State Department of Education, should seek support for the establishment of a statewide Small High School Program Development and Training Center, to be operated through the Center for Cross-Cultural Studies in Fairbanks. Funding should be sought from state, federal, and foundation sources for a five-year project aimed at developing resources and training personnel necessary to sustain small high schools through their formative years, with ongoing training and support functions to be assumed by the appropriate agencies or institutions after the developmental period. Functions to be carried out by such a center include the following:

    1. Assist school and community personnel in the development of educational programs appropriate for rural secondary students. This would include working with district curriculum development specialists and conducting workshops for school and community personnel.

    2. Establish a small high school curriculum resource center and develop curriculum units and materials addressing Alaskan topics and utilizing local resources and environment. This would include the preparation of booklets and films to help teachers incorporate Alaskan topics in their teaching, and developing a curriculum design built around the Alaskan environment.

3. Develop an information exchange network and clearinghouse of promising curriculum practices to facilitate the development and dissemination of educational approaches suited to small high school conditions. The statewide network would serve to coordinate program development between districts so that curriculum resources could be compatibly shared and a cross-regional support service could be provided. Programs similar to the Artist-in-Residence Program could be developed in other curriculum areas to make available specialists who can work on site with teachers and schools to demonstrate techniques and assist in specific areas of program development.

4. Provide preservice and inservice training for small high school teachers, administrators, and curriculum specialists oriented to schooling conditions in rural Alaskan communities, including the following activites:

    a) Interdisciplinary preservice programs oriented to the three broad areas of humanities (communication arts), social sciences (human ecology), and math and science (environmental studies). Such programs should include heavy doses of field experience in small high school settings, and should place an emphasis on the preparation of native teachers.

    b) A six-week summer orientation program for new teachers going into small high school teaching situations, with an emphasis on small schools and cross-cultural orientation.

    c) A six-week summer institute for present small high school teachers to examine the current status of small high schools, prepare locally appropriate curriculum resources, and explore alternative teaching strategies.

    d) An ongoing inservice program through workshops and field-based instruction to provide teachers with continuing opportunities to explore and develop new approaches.

    e) A training program for persons responsible for extended learning activities, such as the urban center and travel programs.

    f) An administrator training program aimed at assisting administrators to design more effective educational structures and support services for small high schools.

    g) A workshop for curriculum developers to facilitate an exchange of ideas and the exploration of alternative approaches to small high school program design.

h) A workshop for school board and CSC members to acquaint them with the options they can consider in the development of their small high schools.

i) Student teaching and internship opportunities for teacher trainees who wish to teach in a small high school setting.

5. Engage in a program of research and dissemination addressing basic issues related to the development of quality secondary school programs and the institutional forms best suited to accommodate those programs.

6. Work with native non-profit corporations in the development of non-formal educational opportunities aimed at leadership development related to community and regional social and economic structures.

2) The universities should review current secondary teacher education programs and seek to establish interdisciplinary emphases that bring conventional subject matter into focus around applied areas such as marine sciences, natural resource management, health services, or business management, so that teachers are equipped to make meaning out of the subject matter in ways that can be related to the rural students' experiences. Teacher training programs should draw on the resources of interdisciplinary departments and units that are actively engaged in research and fieldwork in the rural Alaskan environment.

Recommendations addressing specific areas of need: The following recommendations are listed according to specific areas that are in need of attention if small high schools are to be improved.

Need: To Establish More Explicit Focus and Direction for Small High School Programs

1) School districts should define, prioritize, and organize various functions in such a way that they fit the role and structure of the institution designed to carry them out.

2) Alternative university training programs should be developed to prepare persons who are capable of pursuing alternative approaches to schooling.

3) The role of federal programs in schools should be restructured so that they can enhance rather than detract from an integrated school program.

4) The formal instructional program of the school should be designed to insure at least three hours of intensive, uninterrupted instructional activities each day.

5) The educational program of small high schools should focus on the development of a critical consciousness and understanding of the contemporary world in which the students live.

Need: Greater Depth and Quality in Small High School Academic Programs

1) School districts and teachers should place greater emphasis on the instructional responsibility of the school, rather than on custodial or managerial functions.

2) Students should be given the opportunity for varied educational experiences during their high school career through extended learning activities beyond the immediate environment of the school.

3) Administrative and district-level support for small high schools should be oriented to local needs.

4) Programs should be staffed and structured to allow for intensive, sustained in-depth learning activities, with teachers teaching only in areas in which they have expertise.

5) Schools should reduce their reliance on mechanistic approaches, such as programmed materials and technological devices, that get in the way of productive teacher-student or student-student interaction.

6) The use of standarized tests should be minimized or discontinued as a means for judging the quality of learning that occurs in a school program.

7) A statewide curriculum support service should be developed to assist small high schools in the development of locally-responsive, Alaskan-based curriculum.

8) Travel programs should be more effectively utilized as a planned and purposeful part of the high school program.

9) Regional and urban center programs should be developed to provide students with opportunities to experience the full range of contemporary Alaskan life styles and living conditions.

Need: Increased Attention to Contemporary Cultural and Community Conditions

1) Schools should seek to establish community-based approaches to education, engaging students in community-situated activities and involving members of the community in all levels of the schooling process.

2) The curriculum of the school should reflect contemporary cultural, social and economic conditions, with an emphasis on the Alaska Native Claims Settlement Act and the activities of the native corporations. In addition, recognition and attention should be given to local patterns of language use, and programs should be developed to build on the local language.

3) Extended learning activities should be provided, through travel programs and regional and urban centers, to acquaint students with the social, economic and political forces that shape the world in which they live.

4) Greater attention should be given to the development of non-formal educational programs and youth organizations to supplement the formal program of the school. In addition, "extra-curricular" activities such as basketball should be more effectively integrated into the overall education program of each community and region.

5) Curriculum materials and resources should be developed that build on the Alaskan environment and relate curriculum content to the contemporary social and cultural conditions in the State.

6) Small high school teacher training and certification programs should be oriented to the preparation of teachers who are knowledgeable about the people and environments in Alaska, and who can effectively utilize the resources that exist in rural Alaskan communities in their teaching.

Need: Greater Continuity in Small High School Programs

1) Efforts should be made to integrate the school program into

ongoing community affairs, so that the community can serve as a stabilizing force in the educational process as teachers come and go. Community-based approaches can also contribute to greater continuity between community socialization processes and the formal educational program of the school.

2) A statewide small high school support service should be established to provide teachers with the training and resource materials they need to operate an effective small high school program.

3) Greater opportunities should be provided for local persons to contribute to and participate in the school program, as teachers as well as aides and resource personnel.

4) Travel activities should be carefully and purposefully integrated into local school programs for all students, rather than occurring unpredictably and without a long-range instructional design.

5) All possible efforts should be made to reduce the high rate of teacher turnover and abrupt departures currently affecting small high schools. The following steps should be taken in this regard:

    a) Teacher selection procedures should go as far as possible to realistically acquaint prospective teachers with the conditions under which they will work in the small high schools. Candidates should be interviewed by representatives from the community in which they will teach, and if possible, should make a visit to the community prior to final selection.

    b) General and local teacher orientation programs should be established to prepare teachers for the special conditions they will face in small high schools.

    c) A mid-year inservice program tied to the annual teachers conference in Anchorage should be established by each district to help relieve winter stress and to reinvigorate the teaching and support staff for the remainder of the year.

    d) A teacher exchange program and sabbatical leaves should be made available to facilitate the sharing of experience across districts and to help teachers keep fresh without having to leave a district permanently.

    e) Whenever possible, local persons should be encouraged and supported by the district to pursue training to become fully certificated teachers to work in the local schools.

    f) School districts should encourage the local development of adequate teacher housing facilities in each community, and should make sure teachers are aware of housing conditions before they accept a specific teaching position.

Need: Greater Community Participation in the Design and Operation of Small High School Programs

1) All levels of decision-making regarding schools should be as open as possible, and decision-making processes should be oriented to local patterns.

2) Community-based educational approaches should be established to facilitate direct participation of local people, including students, in all levels of the school operation.

3) Field-based, community-oriented teacher training programs should be pursued, with an emphasis on the training of local persons to teach in small high schools.

4) District-level and statewide workshops for school board and community school committee members should be offered through the Alaska Native Education Association and the Alaska Association of School Boards, to assist board members in developing the ability to take an active role in educational decision-making.

5) Native non-profit corporations should be encouraged to take a more active role in providing non-formal educational services and operating some of the supplementary programs that schools are not able to provide as effectively. In addition, the corporations should be more effectively utilized as an educational resource in many aspects of the formal school program.

6) Community school committees should become actively involved in local teacher and administrator selection processes. A handbook should be provided for all CSC members to acquaint them with their rights and responsibilities with regard to various facets of the school operation.

7) A strong system of checks and balances should be developed in each district to protect against unwarranted influence of any particular level in the school authority structure.

Need: Increased Information Exchange Networks for Small High School Programs and Staff

1) A statewide newsletter aimed specifically at small high schools should be published on a monthly basis, with opportunities for input from everyone involved in small high school activities, including CSC and school board members.

2) A teacher exchange program should be established to provide opportunities for the direct exchange of experiences.

3) A *talent pool of specialists in various areas of the* curriculum should be developed and made available to small high schools, along the model of the Artists-in-Residence Program.

4) Regional meetings of teachers, students, and CSC members should be encouraged and implemented as often as possible.

5) A statewide small high school training and support unit should be established to facilitate the development and exchange of ideas and information pertaining to small high schools.

Need: Clarification of Teacher, Administrator, and Community School Committee Member Roles Relating to Small High School Operations

1) Whenever possible, districts should attempt to separate central instructional support roles from administrative/supervisory roles, to avoid conflict in the fulfillment of important support functions. The same persons should not attempt to fulfill both functions.

2) Each district should employ a curriculum specialist as a staff person to work with the schools and teaching staff on the development of a locally-based curriculum. This person should not be given supervisory or line responsibilities, but should serve as a facilitator across all levels of the district's operation.

3) Roles and responsibilities of all district personnel should be streamlined and should be built upon and restricted to specific functions.

4) All principals should teach at least one class to maintain daily personal contact with the primary function of instruction, around which all other responsibilities should be oriented.

5) The roles of the school board and community school committee should be carefully sorted out and defined, and then adequately explained to everyone involved with the school, to minimize the confusion over who has the authority to do what.

6) Students should be provided an active role in decision-making and instruction throughout the school program.

Need: Appropriate Training and Placement Procedures for Small High School Teachers and Administrators

1) Certification endorsements for small high school teachers should be established by the State Department of Education, with attention given to three broad-based teaching majors in social sciences, humanities, and math and science, corresponding to the three areas of study for small high schools: human ecology, communication arts, and environmental sciences.

- In addition, certification procedures should require training in cross-cultural concerns and Alaskan studies, and should involve an internship period with a two-step approval process requiring demonstrated satisfactory teaching experience in a particular community setting. Wherever possible, options should be made available for local persons to obtain certificates fully qualifying them to teach in the schools.

2) The universities should develop strong field-based preservice and inservice teacher education programs aimed at the particular and special needs of small high schools in Alaska.

3) Teachers should be given an opportunity to visit the community in which they will teach, or they should be employed on a trial basis, before long-term employment commitments are made. Once teachers are employed, a well-planned orientation program should be offered to prepare them for the situation in which they will be working. Teachers should not be placed outside the areas in which they have been prepared to teach.

4) The University of Alaska Career Planning and Placement Center should be given additional support and encouraged to serve a stronger initial screening and facilitating role in bringing potential employees and employers together. In addition, a general orientation program should be provided through the University each summer to bring prospective teachers together and help prepare them for rural teaching situations.

5) A Summer Institute for small high school teachers should be made available for those persons currently teaching who desire further training, and to contribute to the development of Alaskan-based curriculum resources for use in small high schools.

6) Universities from outside the state who place many of their teacher graduates in Alaska should be encouraged to place student teachers in rural Alaskan schools to give them advance experiences before they are employed as teachers. Universities and colleges in Alaska can assist with supervision and possibly some instruction.

7) Alternative administrator training programs should be offered to prepare administrative personnel specially suited to rural Alaskan small school situations. Such training should be oriented to local persons and should involve extensive internship experience.

8) Training programs should be established for persons responsible for travel programs, urban centers, and other "extended learning activities".

B. Summary

The intent of the Small High Schools Project has been to address the issues relating to small high school program development in as comprehensive and integrated a manner as possible. As a result, we have listed over 100 recommendations on issues ranging from basketball to buildings to block scheduling. Since the recommendations are occasionally redundant, and some recommendations are obviously more important than others, we will now condense them down to ten or so that summarize the principal issues we have attempted to address:

1) Small high schools should seek to provide students with a range of alternative educational opportunities that are functionally equivalent to those provided other high school students in the State, recognizing, however, that fundamental alterations in the structure, delivery, and design of high school programs will be necessary to accomplish the task.

2) Maximum opportunity for community participation in school operations should be provided at all levels, including the incorporation of community resources in the school program, and the training of local teachers.

3) Small high school programs should be closely tied to the contemporary social, cultural, and physical environment of the communities in which they operate, and curriculum content should be built around current issues and problems at the local and regional levels, and then expanded to encompass state, national and international perspectives.

4) The curriculum of small high schools should be organized around three broad, interdisciplinary areas of study, with one teacher for each of the three areas of communication arts, environmental studies, and human ecology.

5) Teachers in small high schools should pursue community-based, experientially-oriented, project-centered approaches to teaching wherever possible, so as to foster student and community participation in the structuring of learning activities, and thus, assist students in integrating in-school and out-of-school experiences.

6) Small high school programs should be organized to provide teachers and students with large, uninterrupted blocks of time in which to engage in intensive, in-depth learning activities ranging anywhere from one day to nine weeks or more in length.

7) The functions that small high schools are expected to serve should be reduced to only those directly related to the instructional program of the school, with other services, such as recreational programs, athletic activities and job-oriented training to be provided through the native non-profit corporations or other local or regional community service organizations.

8) In addition to the instructional program offered in the local community, small high schools should also offer students access to an organized series of extended learning activities utilizing resources from outside the community, including the provision of a regional center program, an urban center program, and in-state and out-of-state travel programs.

9) School districts should make every effort to make sure that the recruitment, selection, and orientation of teachers for small high schools is aimed at obtaining strong teachers who are compatible with the communities and schools in which they will teach, and who have long-term commitments to working in the district. Districts should then make sure the teachers have the support they need to do the job for which they are hired, and seek to minimize teacher turnover and abrupt departures.

10) Extensive small high school information exchange networks should be established through newsletters, conferences, workshops, exchanges, etc., to facilitate the sharing of experience across schools and districts, and to help students, teachers, administrators, and boards to develop a broader perspective on the problems they encounter locally.

11) A "Small High School Program Development and Training Center" should be established immediately to develop Alaskan-oriented curriculum materials, train personnel for small high schools, and otherwise assist in and coordinate the implementation of the recommendations outlined above.

12) The State must recognize that the actions required to bring small high school programs to an adequate level of quality and performance transcend the capacities of many local communities and school districts, and can only be accomplished through a concentrated, statewide cooperative effort to develop the resources, support services, and personnel necessary to accomplish the task. The State Department of Education must take responsibility for such an effort, in cooperation with the school districts and universities, and move immediately to assist small high schools through their formative period.

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Appendix A.

Number and Size of Small High Schools in Alaska

Small High School Programs in Alaska
Distribution by Number of Teachers
1977-78

No. of Teachers	No. of High Schools
1	60
2	15
3	10
4	9
5	15
6	11

Total number of high schools with six or fewer teachers - 120

The above figures were derived from the 1977-78 Alaska Educational Directory by tabulating the number of teachers listed as teaching in full or partial high school programs offered by the REAAs, as well as by the city and borough school districts. The figures reflect estimated full-time equivalent teaching positions, taking into account the fact that in many schools, teachers work at both the elementary and secondary level, and many "teachers" work on a part-time basis. One-teacher schools with K-12 programs have been included in the above figures.

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Appendix B.

List of Regional Educational Attendance Area High Schools in Alaska

REGIONAL EDUCATIONAL ATTENDANCE AREAS

Rural High Schools In Alaska

Adak
Akiak
Alakanak
Allakaket
Ambler
Anderson
Angoon
Aniak
Anvik
Arctic Village
Atka
Atmautluak
Bethel
Buckland
Chalkyitsik
Chefornak
Chignik
Chignik Lake
Chuathbaluk
Cold Bay
Crooked Creek
Deering
Delta
Dot Lake
Eagle
Emmonak
False Pass
Fort Yukon
Freshwater Bay
Gambell
Glennallen
Grayling
Holy Cross
Hooper Bay
Huslia
Kalskag
Kaltag
Kenny Lake
Kiana
Kipnuk
Kivalina
Kokhanok
Koliganek
Kongiganak
Kotzebue
Koyukuk
Kwigillingok
Levelock
Lime Village
Manley Hot Springs
Manokotak
McGrath
Metlakatla
Minto
Mountain Village
Nelson Island
Nelson Lagoon
Newhalen
New Stuyahok
Nikolai
Noatak
Nondalton
Noorvik
Northway
Nulato
Nunapitchuk
Ohgsenakale
Perryville
Port Heiden
Ruby
Russian Mission
Sand Point
Savoonga
Selawik
Shageluk
Shishmaref
Shungnak
Sleetmute
St. Paul
Stony River
Sqaw Harbor
Takotna
Tanana
Tatitlek
Telida
Teller
Thorne Bay
Togiak
Tok
Tri-Valley
Unalakleet
Venetie
Wales
White Mountain
Whittier

Published by Alaska Department of Education
1978

Appendix C.

List of Subjects Taught in Small High Schools in 1977-78

SMALL HIGH SCHOOL SUBJECTS AS LISTED IN THE 1977-78 ALASKA EDUCATIONAL DIRECTORY

	No.		No.
Mathematics	16	English	19
Math/science	8	English/soc. sci.	1
Math/business	1	Language arts	9
T & I/math	1	Reading	3
Math/history	1	English/reading	1
Special ed.--general	20	English/s.s.	1
Special ed.	4	English/h.e./s.s.	2
Sp. ed. K-12	4	Journalism/English	1
Federal program	1	Journalism	1
Sp. ed./home economics	1	Reading/math	1
Industrial art	7	Yearbook advisor	1
Commercial	1	Business	16
Voc/ind arts	2	Business/voc.	1
Trades & ind.	7	Business/home economics	2
Voc. ed.	2	Business/s.s.	1
Vocational general	17	Business ed./English/p.e.	1
Aquaculturist	1	Science	3
Sec. voc. woods	1	Phy. science	6
Ind. arts/dr. ed.	1	General science	4
Voc. ed./8,9,10	1	Biology	4
Ind. arts/soc. science	1	Gen. science/home economics	1
Trades & ind./p.e.	1	Earth sciences	2
Shop	2	Home economics	10
Health/p.e.	12	Home economics/reading	1
Physical ed.	4	Band	1
P.e./business/home economics	1	Music	4
Health/p.e./science	1	Art	5
P.e./grade 6	1	French	1
Wrestling	1	Bilingual	1
History	9		
Social science	3		
Social science/co	1		
Social studies	1		
Sociology	1		
Humanities	1		
History/government	1		
S.S./p.e./dr. ed.	1		
History/coach	1		
Geography	1		
S.S./business/English	1		
Soc. sci./English	1		
Soc. sci./dis. ed.	1		

APPENDIX D

Interview and Questionnaire Responses

Following is a tabluation of the responses to a set of questionnaires/interviews that were administered to students, teachers, and administrators associated with small high schools in rural Alaska. They are included here to give the reader an opportunity to see the range and nature of views expressed by various participants in the educational process. These comments represent but one of the sources of information out of which this report grew. The questionnaires and interviews did not provide sufficiently reliable information for them to be used in any more than a broad, impressionistic sort of way. The firsthand experiences of the persons on site, as participants and observers, served as the primary source of information, with the more systematically assembled data serving as a check and supplement.

Whenever possible, the questions were asked in the context of an interview, with the interviewer writing down the responses. When an interview was not possible, persons were asked to complete the questionnaire themselves. The responses were then reviewed and tabulated in abbreviated form, with similar responses grouped into one statement. The reader is cautioned, therefore, to be careful in making literal interpretations of any of the comments. Interviews/questionnaires were administered to 58 students, 46 teachers, and 20 administrators.

APPENDIX D-1 - Student Questionnaire Responses

Student Questionnaire Responses

1a. What do you think of the high school program?	No of Responses
Excellent	1
Good	39
Alright/fair	77
Unfavorable	9
Boring	2
Waste of time	3
Organized	1
Unorganized	1
Too strict	6
Not strict enough	3
Don't know	3
Needs improvement in staff, materials, etc.	5
Helpful to students and villages	2

1b. What is it doing for the kids?	
Teaching skills	24
Teaching leadership	1
Helping them get diploma	5
Discipline/study skills	7
Preparing them for jobs	5
Lets them attend school in their village	3
Opportunity to travel	1
Confusing the smart kids	1
Teaching mostly how to play basketball	1
Not much	10

1c. What should it be doing?	No. of Responses
More work	8
More discipline	10
Better teaching	17
More teachers	6
Better administrators	6
College prep courses	10
Vocational prep courses	14
More classes (art, music, drama, etc.)	18
Better facilities	4
More classrooms	3
Better/more books	2
More study hours	1
More exams/quizzes	1
Separating students according to abilities	2
Guidance counseling	1
More activities	5
More field trips	3
More student involvement	2

1d. Is high school important?	
Very important	16
Important	57
Not important	3
Important for my future	12

Appendix D-1 - Student Questionnaire Responses - continued

2a. What are some advantages of having a high school program in your community?	No. of Responses
Feel secure at home with family and friends	26
Important for younger children to have older brothers and sisters at home	3
Prevents homesickness	4
Easier to adjust	21
Students attend school more	5
Better discipline	6
More activities	9

2b. What are some of the disadvantages of having a high school program in your community?	
None	21
Always have parents to bail them out when in trouble	1
Miss the experience of living outside community	6
Boredom of same old place	7
More distractions from schoolwork	2
Having boarding students	2
Harder to play hookey	1
School too small	6

2c. What effect has it had upon the community?	
Parents more involved with school	5
Parents more concerned with outcome	2
Children can help parents	2
None	3
Increased sense of community	6
Offers more activities for people of community (ballgames, plays, etc.)	4

3. What do you think makes a good teacher?	No. of Responses
Teacher with ability to teach	28
Ability to get along with children	24
Understands and listens to students' problems	17
Positive attitude	7
Honest	4
Patient	12
Energetic	2
A real person/not a phoney	4
Ability to control class	17
Realistic expectations	7
Not prejudiced	1
An Eskimo teacher	3
Ability to adapt to bush	4
Assigns homework	1
Don't know	3

4. What suggestions do you have for making the high school program better for the students here?

	No. of Responses
More courses	25
College prep courses	4
Vocational prep courses	8
More use of facilities	10
More facilities/enlarge school	15
Better maintenance of building	5
Better organization	8
Help students to graduate	2
More teachers/better teachers	15
Better discipline	10
More homework	4
Less class time	2
More activities	10
More travel	6
More supplies, books, equipment	10
Better sports programs	7
More student involvement	6
Hot lunch program	1
Don't know	7

APPENDIX D-2 - Teacher Questionnaire Responses

Teacher Questionnaire Responses

1. Why did you decide to teach in an Alaskan village?	No. of Responses
Preference for village life-style over city	20
Able to get closer to students, like students	3
Curiosity about different culture, Alaska	11
Adventure	5
Spouse teaching here	3
A job opportunity	15
Outdoor activities	3
Challenging	2
For the experience	5
Money	6
Friend suggested it	2
Help the people	1
Good administrator	1
Good school system	1
Unsure	1
2. What is the teacher turnover rate in this area?	
Less than 10%	1
25% - 40%	6
40% - 60%	16
Over 60%	10
Low	4
High	6
Don't know	3
Every 2 - 3 years	1

3. What factors contribute to this turnover rate?	No. of Responses
Isolation--moving to more populated areas, small town	12
Cultural differences (school/community), village life-style, "anti-gussuk" attitude, drinking	15
Education--many leave to return to school	1
Personal conflicts with staff	4
Administration--lack of support, heavy handed, etc., distrust, poor communication	14
Lack of parental support	2
Unable to purchase land, establish home, become community member	4
Living conditions/housing	5
Student behavior	1
Weather	1
Poor preparation/orientation of teachers	3
Heavy work loads, working conditions	3
Lack of academic preparation, progress of students, language problems	4
Burned-out, frustration	3
Lack of social interaction/stimulation	5
Lack of cultural and intellectual stimulation	1
Mobile people, need to move on, etc., no commitment	4
Inexperienced teachers	1
Personal reasons, ties to lower 48, etc.	2
Disorganization of Alaska	1
Local control	1
Low because teachers enjoy jobs	1
Low because teachers enjoy students	1
Low because teachers enjoy community	1

4. What kind of person makes a good teacher in this kind of situation?

	No. of Responses
Sincere, open, honest	2
Humorous	4
Hardworking	2
Unbiased, open-minded	4
Generalist, flexible	21
Can discipline	2
Able to adjust to (enjoys) community	18
Friendly, empathetic, understanding	10
Concerned, committed, dedicated	6
Able to forget school after hours	1
Stable socialiy, calm	2
Interdependent, not independent	1
Outside interests, varied background	3
Same as anywhere, know subject	2
Patient, tolerant	9
Independent, doesn't need material or professional support	7
Likes simple life	3
Experienced	2
Inner peace, doesn't need external support	2
Lower standards	3
Positive self-image	1
Able to function as minority	1
Knows area, culture	2
Bilingual	1
Encourages students, motivates	1

4. What kind of person makes a good teacher in this kind of situation? (Continued)

	No. of Responses
Rural background	2
Someone the students know	1
One who understands that Indians are Indians and you've got to put up with them	1

5. What difficulties did you face in this teaching situation?

	No. of Responses
None	1
Poor facilities, lack of space	6
Lack of materials on time	14
Adjusting to different culture	8
No set curriculum, duties	5
Poor communications (radio-phone)	2
Lack of parental support, home life	8
Hard to motivate kids	10
Isolation, remoteness	1
Lack of administrative support	10
Limited social life	1
Kids not prepared academically	4
Language problems	3
Housing	2
Other staff members	4
Discipline	7
Separation from family, friends	1
Questioning role	1
Attendance	1
Lack of respect from students	2

Appendix D-2 - Teacher Questionnaire Responses - continued

5. What difficulties did you face in this teaching situation? (Continued)	No. of Responses
Village infighting	1
School maintenance	1
Started mid-year	2
Political pressure, community pressure on kids	1
Finding relevant, interesting things	1

6. To what extent did your previous training and experience prepare you for teaching in a village situation?	No. of Responses
Satisfactory, well prepared	8
Helped some but doesn't really prepare	3
Training not helpful	14
Rural background helped	4
Previous experience helped	20
Training helped	8
Previous cross-cultural experience helped	6
Rural School Project helped	3
Didn't prepare for culture shock	5
Being a mother helpful	1
I know what I'm teaching	1

7. How could your training have better prepared you for this situation?	No. of Responses
Couldn't have	13
More curriculum development	1
More program writing	1
More learning activities	1
How to make do with few materials	3
More experience	1

7. How could your training have better prepared you for this situation? (Continued)	No. of Responses
Less idealistic view, discipline and control methods	2
Orientation to rural teaching	3
More in subject matter	1
Learned the language	2
More individual instruction training	1
Orientation to local culture/village	8
Alaska history and government	2
Special education training	3
Elementary training	1
More testing methods, placement	1
Student teaching, interning, living in village, X-CED, etc.	7
Time in village not teaching	1
Slower pace	1
Being a minority longer	1
Don't know, no response	6
More workshops, training	2

8. What are you doing now that works especially well?	No. of Responses
Individualized approach	14
Experience-based instruction (hands-on, projects)	10
Be honest	2
Field trips	1
Have clear expectations	2
Traditional approach	3
Shop, vocational education	2

8. What are you doing now that works especially well? (Continued)

	No. of Responses
Class meetings	1
Games	2
Distar approach	3
Be flexible	1
Demonstrations	1
Research from encyclopedias	1
Add variety	3
Foreign language	1
Be accessible person	4
Work with aide	1
Ping-pong	1
Learning centers	1
Relevant needs (career)	1
Art	1
Lower standards, "swing with the culture"	4
No response	1
Students organize class	1
Guest speakers, community resources	1
Filmstrips, cassettes	1
High interest materials	1
Programmed materials	1

9. Why does it work especially well?

	No. of Responses
I'm well prepared	1
Students cooperative, like it	6
Students perform tasks (hands-on)	8
Students at their own level and pace	8
Teacher can give individual help	3
Shows how scientists work	1
Structured	5
Students set goals and make decisions	5
Students can see success	3
Distar training helps me present concepts	1
Variety--something new	4
Human element is important	2
Little work	2
Fun, interesting, entertaining	3
Relevant	3
Easy on teacher	1
Visual aids help	2
Self-evident	1
Their creativity has been stifled	1
Kids don't like class discussion--want teacher to talk	1
It's how family works (group effort)	1
No response	3

10. What would you like to try as an alternative to the present program?

	No. of Responses
More individualized	1
Longer mini-courses (6-9 weeks vs. 3-4)	1
Present program good--refined	6
No response, no changes	7
Field trips	3
School on wheels	1

Appendix D-2 - Teacher Questionnaire Responses - continued

10. What would you like to try as an alternative to the present program? (Continued)	No. of Responses
More "hands-on" experiences	2
Community-related experiences	4
Do away with failing	1
Drawing out students, interesting them	2
More vocational education, agriculture, and science	3
More self-directed, open classroom	3
Business education	1
Skin sewing	1
Ice hockey, soccer, winter survival	1
More Title I	2
Non-compulsory education	2
Back to basics	1
Workshops	1
Consolidate--boarding schools	2
Self-contained class with fewer aides	1
Small group instruction	1
Specific scope and sequence--all levels	1
Permanent art teacher	1
Village corporation person should teach land claims	1
Basic vocabulary, survival skills, AV materials	1
European or Australian system (test 8th grade and track into vocational or academic)	1

11. What are the main problems facing this high school?	No. of Responses
Lack of materials	8
Lack of facilities	9
Administration	3
Cultural differences, irrelevance	7
Adequate and qualified personnel	2
Lack of motivation, interest	10
Limited course offerings	2
Limited social, cultural pursuits	1
Inexperienced teachers	1
Lack of agreement on goals	2
Teacher turnover, lack of continuity, consistency, planning	13
Low academic standards	2
Absenteeism	9
Language and reading problems	2
Lack of parental interest	2
Discipline, student attitudes, behavior	10
Sense of futility in everyone	1
Open classroom	1
Communications	1
Racism, school/community relations	2
Drugs	1
Maintenance	1
Lack of law enforcement	1
Dropouts	1
Boys and girls holding hands and kissing	1

11. What are the main problems facing this high school? (Continued)

	No. of Responses
No comment	1
Village environment	1
Range of ability in class too great	1

12. What do you see as possible solutions to these problems?

	No. of Responses
Make wages, fringes competitive	1
Vocational education	1
Interesting, relevant curriculum guide for district and materials	6
Construction of facilities	6
Exchange program	1
Counseling	2
Career education	1
Additional quality staffing	3
Better school and community activities	1
No response, don't know	5
Consolidate, larger schools	5
Better student motivation	1
Order more materials	2
Better teacher recruitment	2
Better teacher recruitment from within Alaska	1
Less diverse curriculum	1
Cross-aged tutoring	1
Raise academic standards	1
Work on vocabulary, basic skills	2
Consistency, staff cooperation	6
Better absentee policy	1

12. What do you see as possible solutions to these problems? (Continued)

	No. of Responses
Visiting, involving community, and community relevance	4
Administration that has confidence of kids and teachers	1
Drop compulsory school	1
Make schooling privilege, not right	1
Stop "give-away" programs	2
Inter-school, district-wide communications	1
Individualized programs	2
X-CED, training Native teachers	2
Time	2
Better maintenance staff	1
Law enforcement	1
Improve homes	1
Pre-service (fish camp) orientation	1
Students should improve conduct	

13. From whom do you get support as a teacher?

Little, nobody within school	4
Aides	1
God	1
Principal	8
Other teachers	22
CSC, community, parents	7
School board	1
District administration	10
Maintenance personnel	1
Special ed, curriculum developer, Federal program coordinator	5
Administrators	9

Appendix D-2 - Teacher Questionnaire Responses - continued

	No. of Responses
13. From whom do you get support as a teacher? (Continued)	
Some parents	5
Students	10
Wife/husband	4
Magazines	1
NEA	1
Local education association	1
14. What kind of support?	
Materials, money for program	6
Social, general	2
Motivation, moral, personal, emotional	15
Professional, academic--ideas and suggestions	9
Administrative	2
Maintenance	2
Resource people	1
Motivation of kids	1
Working	1
Tutoring	1
Help with living conditions	1
Vocal	2
Understanding, friendship, sharing	5
Resolve complaints	2
Discipline	3

	No. of Responses
15. What part have you played in the development of your high school program?	
Academic freedom in own classes	4
Major part	8
Curriculum development	6
Hiring and supervision of aides	1
Suggested materials (ordering)	7
Biology, science program, health	5
Sports program	1
Small part, no response	9
Community training	1
Community recreation program	2
AV training program	1
Suggested teaching techniques	1
Vocational education	2
Home economics	1
Language arts	1
Native culture	1
Making materials	1
Math	4
Special education	1
Counseling, career education	1
Social studies	1
P.E.	2
Yearbook	1
Business	1
Reading	1

	No. of Responses
15. What part have you played in the development of your high school program? (Continued)	
Art	1
Bilingual	1
16. What do you feel the community would like to see in their high school program?	
Gym, sports, basketball games	12
Good teachers, dedicated	1
Sound basics--language arts, math, general	11
Vocational education	14
More discipline	1
More structure, organization	1
Present situation o.k.	3
More extracurricular offerings	3
Bilingual/bicultural	6
More offerings, variety	2
College preparatory	3
Positive, enjoyable atmosphere	2
Work in school/not homework	1
Travel	1
Don't know	6
Career education	1
Jobs for village people	1
Student success and interest	2
Individual instruction	2
More friendly teachers	1
Music	3

	No. of Responses
16. What do you feel the community would like to see in their high school program? (Continued)	
Health/first aid	1
P. E.	2
Study hall	1
Art	3
Foreign language	1
Science	1
Business sense	1
17. What do you think the special characteristics of your community are which should be taken into account in a small high school program?	
Boats, sleds needed (Native crafts)	2
Vocational skills, construction, electricians needed	2
Needs related to culture (bicultural, cross-cultural, mixed population)	10
Subsistence life-style	8
Fear of outside	1
Parochialism, isolation (travel necessary)	4
Limited environment	2
Limited housing	1
Closeness of families	2
No response	2
Bilingualism	4
Village life is future	3
Needs of community	1
Welfare, need self-discipline, work ethic	6
Fishing is main livelihood	1
Transition period	4

Appendix D-2 - Teacher Questionnaire Responses - continued

17. What do you think the special characteristics of your community are which should be taken into account in a small high school program? (Continued)

	No. of Responses
Lack of interest and support in academics, education	3
Transient student population (fluctuation)	2
Substandard English	5
Anti-white attitude	1
Environment	1
Needs of students	1
Parents don't express needs in meetings	1
Political/racial structure	1
Educational background of parents	1
Socioeconomic status	1
Do-it-yourself society (self-sufficient)	2
Functionalism of culture	1

18. What do you think the special characteristics of your students are which should be considered in a small high school program?

Not going to college	1
Will stay in village, local job preparation	2
Cross-cultural, culturally different	5
Individualistic	1
Friendly, desire relaxed environment, sensitive	4
Have family responsibilities	2
Limited social experience, limited world view, need travel	7
Limited English communication skills	11
No response, don't know	4
Bilingual/language	3
Transition	3
High mechanical aptitude	1

18. What do you think the special characteristics of your students are which should be considered in a small high school program? (Continued)

	No. of Responses
Limited tolerance for monotony	2
Limited academic exposure, achievement	6
Lack goals, motivation, work ethic, live for the moment, irresponsible, lazy	9
Interested in sports	1
Revulsion to authority	1
Present program is relevant	1
Home problems, lack parental support	3
Prone to suicide, poor self-concepts	2
Environment, outdoor conscious	2
Maturity (in certain respects)	1
Same as kids anywhere	3
Not punctual, time conscious	1
Lack of job opportunities ahead	1
Social perspective (large)	1
Do-it-yourselfers	1
Functionalists	1
Influenced by nearby military base	1

19. What do you think the mission of the high school is?

Prepare for student's future plans	6
Instill attitudes, work habits, discipline	3
No response, don't know	1
Prepare for jobs and/or higher education	4
Teachers and administrators should set good example	2
Prepare for family living	1

19. What do you think the mission of the high school is? (Continued)	No. of Responses
Practical training in living skills	1
Enable to function in society	4
Schools are being given parents' responsibility	1
To serve the village academically, socially	2
Instill basic survival skills	6
Educate to students' best ability	1
Expose to options for future	2
Provide a good education	2
Prepare for future schooling	4
Traditional and community curriculum	1
Prepare for success "outside", Anglicize	7
Get these kids a high school diploma	1
Provide vocational skills	1
Educate for problem solving, decision making, creative thinking	2
Enable to succeed in environment they choose	7
Make lives satisfying, easier, rewarding	1
Prepare for fuller, richer lives in village	2
"Exposure," broadening horizons	3
Develop sense of identity, positive self-concepts	5
Preserve cultural heritage	2
Develop ability to cope with bureaucracies	2
Free lunch, entertainment, babysitting	5

20. What kind of recommendations would you make for certification change?	No. of Responses
No changes	13
No response, don't know	5
Abolish certification	4
Require more generalist teachers	1
Certify administrators by committee (teachers, community...)	2
Require continued education	1
Vocational certification by performance	2
Academic certification by performance and courses	1
Require teaching English as a second language	1
Require reading on 4 - 7 level	1
Require English grammar	1
Require individualized instruction management	1
More training in subject area	1
Accept other states certification	1
Broad background and desire to work with "these people"	1
No first year teachers	1
Require courses in Native culture	2
Require village internship, background	4
Training in explaining directions and materials	1
Training in bilingual	1
Substitutes should be certified	1
Longer student teaching in class	2
Orientation	1
Require special education training	2
Let regions certify 15% - 20% of staff	1

20. What kind of recommendations would you make for certification changes? (Continued)	No. of Responses
Not too stiff/excludes generalists	2
Bush experience count towards certification	1
At least 5 year program (Oregon standards)	3
More stringent--increase minor to major	1
Comprehensive background educational test	1
No type D/recognized expert	1
For bilingual, pick really expert in using language	1

21. What direction would be desirable for rural education in the next few years?	No. of Responses
Toward vocational education, some college prep	13
European system	1
More, better courses	1
Village skills, stay in village	1
Local control	1
Clerical/administrative preparation	1
No response, don't know	7
More money	1
Basics	7
Bicultural education and curriculum development	1
Forget about Native language preparation	1
Teachers study local culture/history	1
More creative programs	1
Relevant materials	2
Sharing resources between rural schools	2
Administrative support for teachers	1

21. What direction would be desirable for rural education in the next few years? (Continued)	No. of Responses
Better facilities, instructors	3
More teachers, less aides	1
Better teacher living conditions, benefits	4
Stabilize turnover rate	1
Standardize curriculum	1
Centralized vocational education high school	1
Cooperation of village with educators	1
Elementary--self-contained, one grade classrooms	1
Consolidate--get kids out of village for high school	6
Prescribed, continuous curriculum	1
Educate village to needs of school	3
Assimilation, instill work ethic/attitudes	1
Life experiences, travel opportunities	3

22. What is your attitude toward the use of "projects" as part of the small high school program?	No. of Responses
Depends on project	3
Good, needed	20
No response, don't know	3
Good if used constructively, implemented carefully	16
O.K.	1
The students enjoy simple, low-skill "busy-work"	1
Not good, students don't have background, takes away from basics, hard to set up	3
If another "program," forget it.	1

	No. of Responses
23. What do you think is the community attitude toward the school?	
Don't know	1
Very good, supportive	8
Good--they see young people learning in the village	3
Provides jobs, facilities, entertainment, for village	6
School disrupts family, cultural life	1
Good, but little involvement	5
Fair to good	4
Passive acceptance, some resentment	9
Mixed feelings--some appreciate, others don't	4
Good--if traditional	1
Babysitting, disciplining service	5
A political center for village disputes	1
Want local program, but not satisfied with this	2
Apathetic, neutral	5
24. Describe the impact of the school on the community.	
Large impact in small place	13
No response	5
Sports, gym available to community, kids	11
Entertainment, social center for community, positive	17
Economic impact, jobs	11
Kids stay in village, prepare to live here	3
Disruptive of family culture	4
Good, positive	5
Provides day-care, discipline	2
Community more demanding of faculty, facilities	1

	No. of Responses
24. Describe the impact of the school on the community. (Continued)	
Involved via JOM, Indian Ed, etc.	2
Good training for kids	1
Village resents authority, no gym	2
Passive acceptance	1
Hot lunches	2
Facilities, i.e., showers	1
Brings different people to village	2
Used as hang-out	1
Kids stay in school, don't drop-out	1
Curtails unacceptable activity, drinking	1
Travel, work study available	2
Village takes pride in school	3
Gives kids sense of direction	1
25. What do you think most students would like to be doing after high school?	
Making a living--get jobs	9
Fishing	5
Have family	2
Mechanics	1
Leave village, get jobs	5
Leave village	1
Get more education, training	7
Stay in village--subsistence life and seasonal employment	10
Don't know, no response	3
Stay in village	2
Stay in area, get job	3

Appendix D-2 - Teacher Questionnaire Responses - continued

	No. of Responses
25. What do you think most students would like to be doing after high school? (Continued)	
Go into military	1
Go to college (a few)	8
Athletics/games	1
Things they enjoy (hunting, movies, dances)	2
Travel, leave village awhile, then come back	6
Nothing, let parents, welfare feed them	6
They don't know	7
26. What do you think most students will be doing after high school?	
Staying in village, subsistence activities and seasonal employment	25
Return to village after travel	6
Varies	2
Try college, return	2
Fishing	6
Work in village	2
Leave village, get jobs	3
No response, don't know	3
Turn from subsistence lifestyle	1
Get jobs	2
Mechanics	1
Railroad workers	1
Go to college, higher education	6
Vocational training	3
Get married, raise family	3
Nothing, parents support them, food stamps, welfare, hang around	9
Take a year or so to think things over	1
It's getting better, more kids get out every year	1

	No. of Responses
27. What is the high school program in this village doing in this regard?	
Very little, nothing	12
Academically little	1
Preparing them academically, socially, emotionally	4
Career exploration	2
Vocational education program	8
Vocational education ineffective	1
Encourage higher education	2
Encourage planning	1
Trying not to conflict with goals	1
Counseling	8
Teaching helpful skills	2
Jobs as aides	1
No response	3
Library access	1
Adult education program	2
R.S.V.P.	2
Bilingual/bicultural program	1
Offering basic high school education	1
Getting them diplomas	1
Recreation program	2
High school in village helps	1
Home economics program	2
Business education program	1

28. How will this program affect young people in relation to their local cultural traditions?	No. of Responses
Very little	4
Gives feeling of self-worth, pride	2
Remain in village, take part in traditions	2
Cross-cultural program	1
Not school's responsibility	4
Give survival (village) skills	2
Will maintain culture locally	2
Kids don't want to keep up traditions	3
Supports local tradition	2
Changes local culture	2
Separates kids from culture, culture declining	8
No response	6
Prepares for both	1

29. How will this program affect young people in relation to the larger society?	No. of Responses
Very little	6
Impossible to prepare	1
Prepare them for transition	7
Prepares them for work	3
Kids don't want to enter larger society	1
Moves them to white society	9
Prepares some	1

30. Other comments

Consolidate small high school programs.

Educational program should be geared for both those who wish to remain in the village as well as those who want to work away from the village.

30. Other comments (Continued)

There is no easy way to teach secondary skills in an isolated village with less than 30. The staffing requirements to do so are impossible to meet, although this is better than pulling students out of their families and sending them to boarding schools.

Teachers aren't prepared for multi-levels of teaching, variety of subjects taught.

Good luck on your survey. It looks to me as though education here is going to have to go through many adaptive changes before reaching its full capacity.

They need a half-way point. After school, they leave and don't make it, then return and are not happy. They have seen other side but can't handle it. Perhaps we could place them in a job or something???, outside as a half-way measure.

The best thing you could do is get administrators that would stay. You would have to do a lot of screening. Find people who would like to live in an area like this. Even if the teachers leave, if you could keep the overall structure the same, you would have a good rapport with the townspeople because of that. Having teachers that would stay would be the next step. They have changed the districts a number of times. Things are in a turmoil. Adds to the overall confusion and disorganization. Maybe more teachers that could have more expertise in the fields they are teaching in--that would benefit the kids for sure. Teachers come in piecemeal--grab someone at the last minute and bring them out. Versatility has its limits, too--teaching everything under the sun. There should be more village involvement although sometimes they are a pain in the neck. The school has a number of programs where the kids are gone for two weeks or so at a time--the sports program and RSVP, etc. They take a large chunk of the school for several days at a time and the coaches also. The kids who are left behind are with a substitute and not as much gets done.

I have really enjoyed teaching out here. I would never have lasted this long any place else. Because it's flexible. Because I have been left alone to deal with the kids the way I want to deal with them. This was the first year when teaching assignments were actually assigned. I have been dealing with kids on a day-to-day basis. Some have lived with me for several months at a time. That couldn't happen in the lower 48.

I wish that there was not the hesitancy on the part of the administration to try something new. There seems to be a lack of creativity toward the overall program. Not in the individual courses, but like in attacking the length of the school year. I don't see the school as helping to perpetuate family life. It is unfortunate that the school is so disruptive to family life.

I'm opposed to any more than 6 units of practicum for teacher aide jobs.

30. Other comments (Continued)

The old ways are passé. They belong in a museum. Money spent on bilingual, Johnson-O'Malley, Indian Education, etc., is wasted and could be better spent bringing in the modern ways.

I am amazed at the building structure and the attempt to bring in first class education.

TV is a big help in developing comprehension and a broad background. It helps younger kids. But kids tend to rely on it.

Administration makes the high school or doesn't make it. It affects teachers' morale.

Smaller schools could send kids to boarding homes.

It is better for each village to have its own high school, because they'll be with their parents. Good teachers help them learn fast. In a small village, it's better learning--not too many kids in one place, where they sometimes get into mischief.

APPENDIX D-3 - Administrator Questionnaire Responses

Administrator Questionnaire Responses

1. What do you think the function of a high school should be?	No. of Responses
Produce students who are contributing members in a democratic society	1
Produce students who can function effectively in a changing world	1
Provide quality education/well balanced program	2
Prepare students for technical/vocational jobs and skills	4
Prepare students for college work	3
Learning for life--skills to cope with life as adults	4
Learning for life in village--meet community expectations	2
Community is the classroom	1
Follow suggestions of CSC and state.	1
Remediation	1
Develop self-identity (personal)	2
Provide employment opportunity--prepare for jobs	1
Provide cultural transition (to majority culture)	1
Provide basic skills (math, science, reading, etc.)	3
Provide social skills and social experience	3
Provide values--affective learning	2
Provide self-sufficiency/money-making activities	1
Provide communications between schools/teachers	1
Make students aware of productive life roles	3
Prepare to be self-sufficient/prepare to succeed after high school	2
Develop cultural identity	1
Prepare for life in both cultures	1

1. What do you think the function of a high school should be? (Continued)	No. of Responses
Develop saleable skill	1
Serve the needs of the students in that community	1
Provide a variety of experiences	1
Teach students to learn and exercise self-discipline	1
Give them (students) images of the real world	1
Get them (students) to expend their energies in guided ways	1
Learn to think, make decisions (develop thinking process)	2
Not job training	1

2. What do you think of the small high school programs in general?	No. of Responses
Might be good if enough diversity can be provided	2
Ambivalent about 11 and 12	1
Students at larger schools develop better communication skills	1
Good to have 9 and 10 in the village	1
Not effective, not good quality, if too small	7
Good, a healthy move	1
Requires work, rethinking alternatives, but can work	4
Will improve access to opportunities	1
Don't provide variety of teaching talents, curriculum	3
Depends on teachers	2
Good academically, not good re: athletic and social skills and vocational	1
Question effectiveness	1
Good, but need more backing	1
Better interpersonal relationships	1

Appendix D-3 - Administrator Questionnaire Responses - continued

3. By what process are you developing the small high school curriculum?	No. of Responses
Using (district-wide) Barrow, NWRL model, teachers revising competencies	3
In-service workshops	3
Doesn't work to use skilled people without teaching skills	1
Courses depend on available monies	1
Trial and error	1
Using STARS - Kodiak model	1
We (school) estimate student needs, aptitudes, interests and respond	3
Polled students and community--community input, needs assessment	5
Trying to meet state standards--staff developed	4
Depends on staff talents	2
Using AUBSD curriculum	1
District/state curriculum with local additions (local culture...)	4
Made changes to correct weaknesses	1
Hire curriculum specialist--define needs, find resources, implement	3
Main problem is materials	2

4. What do you think the special characteristics of your students are which should be taken into account in a small high school program?	No. of Responses
Study habits need improvement due to home environment	1
Basic skills need improvement (reading and language)	8
Work experience skills need improvement	2
Decision-making skills need improvement	1
Learning style/life experiences don't jive with curriculum (limited background)	9
They don't respond to force	1
They don't respond to anger, negative reinforcement	1
They tend to be quiet, difficult to draw out, not open	2

4. What do you think the special characteristics of your students are which should be taken into account in a small high school program? (Continued)	No. of Responses
Poor readers, because of two languages	1
Rambunctiousness	1
Outdoor interests	1
Providing for their families	1
Native (i.e., Yupik) background	2
Basic skills reasonably solid	1
Area needs people with skills (trades)	2
Need Native teachers	1
Little desire, parent support	1
Welfare and subsistence living reduce desire to learn	1
Facilities limited	1
Emotional problems	1
Boredom, lack of motivation	2
Brighter than normal (culturally valid IQ test would reveal)	1
Strong sex-role perceptions	1

5. What do you think kids would like to, or will, do when they get out of school?	No. of Responses
Stay in or near home village, live local lifestyle, subsistence and seasonal jobs	9
College	2
Vocational training, jobs	3
Move for jobs	4
Move into cash, not subsistence, economy	1
They are unsure	3
Respondent is unsure	2
Many options, make them aware of alternatives	2

5. What do you think kids would like to, or will, do when they get out of school? (Continued)

	No. of Responses
Teaching	1
Can't cope with "outside" environment, i.e., working on a schedule	1
Must choose between traditional and contemporary lifestyle	1

6. What kind of person do you see as a good teacher, in general?

	No. of Responses
Mature, stable, "won't go berserk"	3
Self-disciplined	1
Well adjusted, doesn't anger easily, good judgement	3
Know self as person	1
Have own values	1
Don't impose values	1
Prepared	1
Experienced	1
Flexible, able to adjust, generalist, broad range of interests	8
Has sense of humor, levity	3
Has interest in kids, concerned, caring	6
Hard worker, not lazy, energetic, dedicated	3
Knows value of discipline, firm	3
Operate with minimum supervision	1
Initiator of things, resourceful	2
High standards and expectations	2
Comfortable with village life	1
Few expectations--roll with the punches	1
High tolerance for frustration	1
Sociable, congenial, visiting, good personality, warm, friendly	4

6. What kind of person do you see as a good teacher, in general? (Continued)

	No. of Responses
Can "reach" his students, get most from them	3
Good educational background, know subject matter and content	4
Experienced in small community school	1
Able to admit mistakes	1
Respect student as person	1
Able to give self	1
Don't lie to "these people"	1
Consistent	1
Don't give people anything because they are Native	1
Like the outdoors	1
Patient	2
Objective, non-judgmental	2
Varied employment experience	1
Self-confidence, enthusiastic	3
Creativity	1
Aggressive with bureaucracy	1
Community oriented	1
Good relationship with peers	1

7. What kind of person do you see as a good teacher for a small high school?

	No. of Responses
Same as #6	4
Good background in several subject areas	5
Can interrelate subject areas	2
Demanding of student	1
More flexibility than average, generalist	6
Committed	1
Competent	1

Appendix D-3 - Administrator Questionnaire Responses - continued

7. What kind of person do you see as a good teacher for a small high school? (Continued)	No. of Responses
Varied techniques	2
Warm, friendly, understanding	2
Rural or small town background, adaptable to community	2
Excellent academic background	1
Sense of humor	1
Stable mentally	1
Resourceful	2
Mature, responsible	1
Patient	1
Concerned about kids, understanding	2
Know background and culture of people, accepting of this	2
Experienced in small villages	1
Educates for both worlds	1
Manager of learning resources, subject expertise second	1
Identifies and uses local resources	1
Broad work experience	1
8. What is the teacher turnover rate for the district?	
75%	2
Fairly high	1
45% - 50%	4
25% - 35%	5
12% - 20%	1
Low - staff is fairly stable	1
Don't know, varies	3

9. What contributes to teacher turnover?	No. of Responses
Pre-planned length of stay by teachers/desire to relocate (encouraged by principal)	4
Single people move on	1
Superintendent is reason, problems with administration	3
People don't want to make permanent home in villages--culture shock, community, style of life, apathy of parents	8
Difficult for teachers with children (get own kids into larger school)	2
Poor recruitment (some come for the money)	7
Isolation (work on highway or urban area), smallness of community	4
Students provide little positive feedback, thankless job, poor students, student apathy, burned out syndrome	7
Changed system--local control, school/community relationship	4
Ambition--desire to do other things	2
Housing, facilities	9
Conflict with other staff	1
Not because of unsatisfactory program	1
Not salary	2
Working conditions, materials, etc., inadequate administrative support	3
Salary	1
10. What are the effects of teacher turnover?	
Materials ordered inappropriate for new teacher	3
New teachers disoriented for at least one year, relationships don't fully develop, teachers always "outsiders"	7
Village people resent turnover, lack confidence	4
Lack of continuity in curriculum, haphazard organization	13
Teachers can demand what they want (threat of leaving)	1

10. What are the effects of teacher turnover? (Continued)

	No. of Responses
Superintendent gets harassed	1
Kids must adjust, lack of progress, distrust new teachers	6
Variety for kids, community	2
Lack of adequate student records	1
Depends on quality of teacher leaving, coming in	1
Need standard curriculum	5

11. What do you see as major problems in your small high schools?

	No. of Responses
Facilities, materials, specialists (nutritionist, dentist, recreation experts)	8
Student motivation, poor attendance, student attitudes	4
Poor students academically	1
Relevancy factor	1
Limited student background, poor home environment, lack of structured experiences	3
Parents abdicating responsibility	2
Poor quality program	1
Limited curriculum, too small	6
Teacher must do too much, lack expertise in all areas, lack enough time, not experienced	9
Unable to provide social experiences	3
Unable to provide athletic program	2
Not enough exposure to different teachers	1
No guidelines, must start from scratch, lack of administrative support	2
Organization of programs, staff	1
Lack of adequate student records	1

12. How do you think those problems could be solved?

	No. of Responses
Parents should be working with kids, providing bilingual training, family counseling	2
Consolidation of small high school into larger one--boarding school	2
Hire top teachers for small high schools	1
Look at options	1
Share resources throughout district, itinerant teachers, exchanges, mini-courses, more flexible curriculum, "saturation learning"	8
Can't be solved, send kids out	1
More teachers	1
Better communications	1
More facilities	1
Improve elementary academic preparation	1
Establish "I can" attitude	1
Projects, trips	3
More money	3
College students could be used as interns, student teachers	1
Organize and coordinate special programs	1
Staff in-service	1
Better teacher training	1

13. Do you have any recommendations for teacher recruitment procedures?

	No. of Responses
Should hire teachers with experience	5
Should hire teachers with experience in villages	2
Should hire teachers with outside interests, varied background	4
Should hire teachers with no kids	2
Should hire teachers with rural background	1
Should hire teachers who are flexible	2

Appendix D-3 - Administrator Questionnaire Responses - continued

13. Do you have any recommendations for teacher recruitment procedures? (Continued)	No. of Responses
Should hire teachers who are good-natured, warm, friendly	2
Should hire teachers who are not demanding	1
Should hire teachers who are comfortable in remote situations	1
Give prospective teachers good, accurate information, job description, culture shock problems, etc.	5
Have prospective teachers interview with CSC's, come to local community to see	4
Have prospective teachers probe their inner feelings, personality, want to get involved	2
Hire Native teachers	1
Hire anybody--teachers are not interested in working here	1
Screen applicants (follow-up), check references to see if will fit in	2
Start process early	2
Train more teachers in Alaska	1
Get top graduates from lower 48 (office, expediter stationed there) (costs too much to bring up for interviews)	2
Get more successful teachers--like me--stay away from sexpot women, flaunting type, stay away from people with drinking inclinations, look for teachers who get along with others, maybe use psychological profiles, use more phone calls, fewer letters for checking references because administrators are reluctant to write criticisms for fear of lawsuits	1
Problem with Don and Dave in _______ is that they are environmentalists	1

14. Do you have any recommendations for teacher orientation?	
Should be done in (or include) village, principal, CSC	6
Should be extensive, more than two days--a week, two weeks--cover problem areas, how to do things, curriculum	9
Sensitize to culture	1

14. Do you have any recommendations for teacher orientation? (Continued)	No. of Responses
Should be before beginning of school	1
Show administrative, community support, develop commitment	3
Bring in all concerned--community leaders, university types, college students, dropouts, angry citizens	1
Tie in to Native event	1
Tell of attitudes and behavioral tendencies of local children	2
No	2
Require history of local culture (2 credits)	1
Films, movies, etc.	1
Done by teachers, teacher union	2
More than once a year gathering of district teachers	1
Should go to teachers convention	1

15. Do you have any recommendations for teacher training?	
Teach discipline and control methods	1
Teach guidance and counseling	1
In-service curriculum coordinator	1
Interdisciplinary approach	1
Practical emphasis on instructional techniques, learning styles, methodology	3
Emphasis on cultural minorities, bilingual studies, society and culture	2
Early childhood influences	1
Gifted	1
Collective bargaining	1
AV equipment and techniques	1
More subject matter, less methods	2

	No. of Responses
15. Do you have any recommendations for teacher training? (Continued)	
Native teachers, Alaska trained	1
Reading (teaching of) needs special emphasis	1
Summer courses for teachers	1
Have on-site training for education students, student teaching in villages	2
Planning and management, decision-making, leadership	2
Language, linguistics, oral language, listening	1
Vocational education skills	1
Affective area	1
Effective teachers depend on personal interaction skills, can't train	1
16. Do you have any recommendations for certification changes?	
Elementary background might be better than subject specialist in small high school	1
Emphasis/acceptance of practical experience	4
No changes, no recommendations for changes	4
Recognized expert, demonstrated ability	2
More flexible	1
Require classes in Alaskan culture	1
Teachers should teach at level of credential (elementary/secondary)	2
School law required	1
P.E. required for elementary teachers	1
Require (6 week) practicum in the field for rural emphasis, internship	5
Certification system inappropriate	2
Districts should set certification policy	1

	No. of Responses
17. Do you have any recommendations regarding administrator training?	
Mechanical knowledge (degree in mechanical engineering)	3
Rural school teaching experience	4
Knowledge of school laws and regulations, contracts, and negotiations, business (filing, organization), Federal programs	7
Apprentice program, in-service, on site courses, internship	8
Communications skills, problem solving skills (interpersonal relations), personnel management, guidance	5
No need for teaching experience if in central office	1
No recommendations	1
Cross-cultural emphasis	3
Outdoorsman	1
Know how to allocate time and set priorities	2
Curriculum development emphasis	1
Creativity, commitment, purpose	1
18. What direction would you like to see rural education take in the next few years?	
Decide future of small schools, definition, consistency, stability, purpose	6
Consolidation of small programs	2
Vocational emphasis, marketable skills, work-experience	6
Outside exposures increased	1
Leadership, innovation	1
Acculturation of Natives, assimilation into white society	1
Basic skills emphasis	2
Non-compulsory education	1
Progress, more developed, more variety in small high school	5
Cross-cultural emphasis	1
Local decision making	2

Appendix D-3 - Administrator Questionnaire Response - continued

19. What kind of new or experimental programs would you like to see in your district?

	No. of Responses
Mobile vocational education units	1
Curriculum enrichment centers for small high school kids to come to for specialized courses	2
RSVP at local level, community projects	2
Cross-cultural emphasis	1
Community resources used, local geography, science, etc.	2
Build curriculum around agreed upon goals	1
Teacher exchanges between schools	2
Student exchanges, travel	3
Programs for gifted	1
None recommended	1
Multidisciplinary approach used	1
Business ed	1
Vocational education, work study	2
Reading	1
Avionics program	1
Counseling	1
More in-service (11 month contract)	1
Community education	1
Saturation learning	1
Language development and communications skills	1
Upward Bound	1

APPENDIX E

School and Teacher Profile of Selected Small High Schools

Following are brief profiles of the teachers and the school programs in six small high schools in rural Alaska during the 1977-78 school year. In general, the schools included here are larger than most small high schools in the state, but they provide a reasonable sample of the range of staffing patterns that exist. The schools listed represent five different districts/ regions in the state, and all are operated by REAAs.

School A

High School A has twenty students in the 9th and 10th grades. It is taught by two teachers who are considered "high school" teachers and teach mainly to the 9th and 10th grades, and four other teachers who teach one or more classes, but spend the majority of their time teaching elsewhere in the school. The school day is divided up into six periods of 50 minutes each, with the students moving from room to room.

The Staff

Teacher A-1 is 24 years old, single, male, and hails from Michigan. This is his first year of full-time teaching, although he has worked one year as a full-time substitute in Michigan. A-1 is secondary certified in business and P.E. He resigned at the end of the school year, and hopes to find a job in Alaska where he can coach varsity basketball.

Teacher A-2 is 31 years old, single, male, and hails from Seattle. This was his third year of full-time teaching. He taught last year in Manokotak, and also taught one year in Washington. He is certified to teach secondary vocational education, and has a master's degree in industrial arts. A-1 resigned at the end of this school year, and hopes to find a job in the Pacific Northwest in industry.

Teacher A-3 is 31 years old, married, female, and has two daughters. She has five years experience and taught last year in rural Alaska. A-3 spends most of her day with the 7th and 8th grades, but does teach two classes, sewing and cooking, to the high school students. She has secondary certification in social studies. A-3 and her husband, the Principal, both resigned at the end of the year, and their plans for next year are uncertain.

Teacher A-4 is 31 years old, married, male, and has two children aged four and two. He grew up in Dillingham, Alaska. He is elementary certified and teaches the 4th and one half of the 5th grade. He teaches one class to the high school students, Alaska studies. He has four years experience, all in the surrounding area. His wife is the ESL (English as a second language) teacher. Both plan to return next year.

Teacher A-5 is 29 years old, married, and has two daughters, aged four and two. He grew up in Oregon, and is certified to teach science in the secondary grades. He spends most of his day with the 7th and 8th grades, but does teach one class of science to the 9th and 10th grades. This is his first year of teaching. His wife does not teach. The couple plan to return next year.

Teacher A-6 is 27 years old, married, female, and has a one year old son. She grew up in Pennsylvania, and has taught three years, all in Village A. She is elementary certified and teaches the combined 5th and 6th grades. However, when it was discovered that none of the high school teachers could teach algebra, she agreed to teach it one period each day. Her husband is a former teacher who now is a village-based graduate student with the University of Alaska.

There are two other individuals who work with the 9th and 10th graders. One is the special education teacher, and the other is the Title I aide. However, both spend the majority of their day with elementary students.

Class Schedule for Fall Semester, 1977

First Period: Algebra (A-6 -- 7 students)
Math (A-1 -- 13 students)

Second Period: Business English (A-1 -- 11 students)
Greenhouse (A-2 -- 9 students)

Third Period: Science (A-5 -- 8 students)
English (A-1 -- 12 students)

Fourth Period: Carpentry (A-2 -- 9 students)
Typing (A-1 -- 5 students)
Work Study* (5 students)

Fifth Period: Sewing (A-3 -- 5 students)
Small Engine Repair (A-2 -- 9 students)
Alaska Studies (A-4 -- 6 students)

Sixth Period: Physical Education (A-1 -- 14 students)
Work Study* (6 students)

* Work Study students perform a variety of jobs, such as helping the custodian, the cook, several teachers, and the principal. They are paid, and also receive credit toward their diploma.

Class Schedule for Spring Semester, 1978

First Period: Personal Finance (A-1 -- 7 students)
Algebra (A-6 -- 2 students)
Sky Diving (A-2 -- 6 students)
Work Study (2 students)

Second Period: Career Education (A-2 -- 7 students)
Health (A-1 -- 7 students)
Work Study (3 students)

[illegible] Period: English (A-1 -- 5 students)
Chemistry (A-5 -- 9 students)
Work Study (5 students)

Fourth Period: Alaska Studies (A-4 -- 6 students)
Small Engine Repair (A-2 -- 5 students)
Cooking (A-3 -- 5 students)

Fifth Period: Cooking (A-3 -- 5 students)
English (A-1 -- 6 students)

Sixth Period: Cooking (A-3 -- 8 students)
Carpentry (A-2 -- 9 students)
Work Study (3 students)

School B

Teacher B-1 has elementary certification and a master's degree in education. She taught 1st and 2nd grades from 9 a.m. until 1:45 and high school home economics from 1:50 to 3:25 daily. Her formal training in home ec. consists of attendance at one State-sponsored workshop in home ec. B-1 and her husband first came to this community 11 years ago from Florida. They taught four years here, two years in another village, and then returned to this community where they both now teach. There are five children in their household: two of their own children, two adopted children, and one boarding student. They live across the slough in a house with no running water or electricity. During freeze-up and break-up when it is difficult to get across the slough, B-1 teaches all children who live on the other side, regardless of their grade level. B-1 is in her mid-30's.

Teacher B-2 (married to B-1) has a secondary teaching certificate in social studies, an administrative certificate, and a master's degree in administration. He taught high school voc. ed. for four periods a day, one 5th and 6th grade social studies class, and one 7th and 8th grade spelling class. His formal training in voc. ed. has been through State-sponsored workshops. Next year, he is scheduled to teach only 5th and 6th grades. A vocational education specialist is to be hired for the high school voc. ed. classes.

This year, B-2 coached basketball and wrestling. In the past, he has been involved in a wide variety of extracurricular activities. He was principal teacher of the school in 1971. He is politically active. He serves on the City Council and was mayor of this community at one time. He is the community's representative on the X-CED regional panel. B-2 served as the teacher's union representative and observer in a dispute between the principal and a teacher this year. B-2 and B-1 participated in the Alaska Rural School Project when they first came to Alaska 11 years ago. B-2 is in his mid-30's.

Teacher B-3 taught grades 5 and 6 five periods a day and one period each of high school drafting and art. He retired in May after nine years here. Prior to coming here, he taught in rural schools in West Virginia for many years, in a southcentral community for five years; and, in an interior community for five years. He has secondary certification and a major in industrial arts education. B-3 lives alone in a home that he owns and intends to continue living here following his retirement.

Teacher B-4 taught high school French 1 and 2, and P.E. and health for grades 5 through 12. She has a bachelor's degree in French and a minor in P.E. and has secondary certification. She taught two years in Washington, substituted for two years there, and taught half a year in a larger community in this region before coming here. She took a leave in February to have a baby, and a long-term substitute was hired to fill in. B-4 and her husband are building a house here and plan to remain permanently. Her husband has had a variety of positions including ABE coordinator for KCC. She was not sure if she would teach in the fall or not. She is in her early 30's.

Teacher B-5 taught 7th and 8th grade English, reading, and social studies; high school English 1, 2, 3, and 4, creative writing, basic math, U.S. and world history, and American government. He has a master of fine arts in English degree and secondary certification. This was his second year of teaching, both years in this school. He came here as a BLM firefighter, married a local woman, and was offered a job in the school. They now have two small children. B-5 will not teach next year. He will return to work for BLM. He is in his middle 20's.

Teacher B-6 was hired late in the school year with Indian Education funds to teach music to all grade levels. He and his wife came from the lower 48, and they had an apartment in the local corporation apartments. Whether or not B-6 will continue was uncertain at last report. There was a problem with continued funding for his position. He is probably in his late 20's.

Teacher B-7 was this high school's first counselor. Since her salary was paid by JOM, she was technically employed by the local native corporation, not by the school. She was hired in January 1977. Prior to that time, she was a residential counselor in Anchorage for two years, and she had worked in recreation at an Anchorage elementary school. She has 21 graduate credits and is eligible for secondary certification in social studies.

Teacher B-7 worked hard at her job and established programs and activities far beyond what was required of her. She set up the cooperative work-study program, conducted the career exploration trips and a "career day" here in town, taught two reading labs each day, advised the Student Council and cheerleaders, traveled with the basketball team, and supervised practice for the Native Youth Olympics in addition to her responsibilities in vocational and personal counseling. One high school girl lived with B-7 most of the school year. They lived in a two-room cabin with electricity but no water.

Teacher B-7 will not continue as the counselor next year. She is spending the summer working with the school district to establish an itinerant counselor's position. Then, she will travel and eventually intends to return to school to finish her master's degree. She is probably in her late 20's.

Teacher B-8 spent many years as a real estate broker in Fairbanks. When she was in her mid-50's, she decided she wanted to teach. She went to school in Washington where she completed a bachelor's degree. She is certified to teach secondary art. Her first teaching job was in this community last year. She taught business ed. courses, Alaskan history, and one art class. B-8 had many problems during this year. Conflicts with other staff members were frequent. She fell and broke her ankle in mid-year. Because of medical bills, she said, she was unable to pay the rent on her corporation-owned apartment, and she eventually moved into alternate housing. The principal recommended that she not be retained for the coming year. B-8 disputed his recommendation and was able to obtain the CSC's recommendation in her favor. The REAA board, however, voted not to retain her. She will not continue in this community.

Teacher B-9 taught a most impressive array of courses: boys' P.E. and health, algebra 1 and 2 ("math electives" on the schedule), 7th and 8th grade science, 7th grade math, 8th grade math, general science 1, and science 2 which included a class in chemistry and one in biology. He met with the Title I math aide daily to train the aide. He was also the boys' basketball coach. That extracurricular activity required 1-1/2 after school hours five days a week with the team. It also required considerable traveling. This was B-9's first year of teaching. He has a B.S. in biology and a secondary certificate from a university in Michigan. He worked in construction in Alaska before becoming a teacher. B-9 and his wife and three children lived in the corporation apartments. B-9 will teach here again next year. He is in his late 20's.

Teacher B-10 was the special ed. teacher in this community and three smaller villages nearby. Her bachelor's degree and 18 graduate credits are from a Pennsylvania college, and she taught three years in Pennsylvania before coming here in September 1977. Her primary responsibilities had to do with training and supervising aides to work directly with the special ed. students. She will probably not teach here next year. She did not want to continue the special ed. work because she wanted to work with children, not aides. She would like to have an elementary classroom in this school, but there are no openings at the elementary level. She lives in a two-room cabin with her boyfriend. They intend to remain in this community. She is sure she can find a job even if it isn't a teaching job. She is in her late 20's.

Time	B-1		B-3	B-5	B-9	B-2	B-8	B-4	B-6	B-7
9:00- 9:50	Grades 1 and 2	Grades 3 and 4	Grades 5 and 6	7/8 English/ Reading	Boys P.E. and Health	Prep	Typing 1	French 1	Band High School	
9:55- 10:40	Same	Same	Same	7/8 Social Studies	Math Electives	Voc. Ed.	Consumer Ed. and Career Counsel.	French 2		Reading Lab
10:45- 11:30	Same	Same	Same	Music Math	7/8 Science	Same	Prep	Girls P.E. and Health	Piano	Reading Lab
11:35- 12:20	Lunch	Lunch	Lunch	English 3 and 4	7/8 Math	Same	Bus. Math, Bookkeep. Office Machines	Prep	Guitar and Singing	
12:25- 12:55	Grades 1 and 2	Grades 3 and 4	Grades 5 and 6	Lunch	Lunch	Lunch	Lunch	Lunch		
1:00- 1:45	Same	Same	Same	English 1 and 2	Science 1	Voc. Ed.	Ak History and Geography	7/8 P.E.		
1:50- 2:35	Home Ec.	Same	Drafting	Prep	Science 2	5/6 Social Studies	7/8 Art	Health	7/8 Music	
2:40- 3:25	Same	Same	Art	U.S. History	Prep	7/8 Spelling	Typing, Filing, Ltr. writ.	5/6 P.E.		

School C

Teacher C-1 is a 22 year old, 1977 graduate of the University of Michigan. She is elementary certified. She was the 10th grade class sponsor and the advisor for the school yearbook. She taught six classes a day (social studies, home ec., and English) with no preparation period. She had a difficult time relating to other teachers, parents, and students. She resigned during the last week of school. Her given reasons were political strife in the district and being single. She will either attend graduate school or look for a teaching job in the lower 48.

Teacher C-2 is in his mid-50's. He is a retired Navy man with much of his experience in airplane repair. He was certified in math from a university in North Dakota. He was stationed in Kodiak prior to becoming certified. He has taught math and shop (voc. ed.) for three years in this village. His wife and his 27 year old son live with him in the village in one of the modern units complete with washer and dryer and wall to wall carpet (all teachers live in similar conditions). He is planning on working on his master's degree this summer and will return here next fall. He helps people on engine repair and carpentry work and is accepted by the village on these terms. He was the only teacher with a full preparation hour. He does a lot of maintenance advising for the school too.

Teacher C-3 is in his early 20's. He is a recent graduate of a small university in Minnesota. He teaches health as well as P.E. and is the wrestling and cross-country ski coach. He enjoys life in the village. He and his wife both ski well and his wife is a teacher's aide in the school. C-3's efforts as a coach have been greatly appreciated by local residents. The couple seem to be planning on returning next year; however, they were disappointed with the district because of misconceptions of pay and housing.

Teacher C-4 is in his 30's. He has taught here for five years. During the first three years he and his wife lived in village housing. He has a B.S. in business with minors in English, science, and math. He was a VISTA volunteer in Alaska before becoming a teacher. He is married to a Native woman and they have three children. C-4 teaches mainly to the 7th and 8th graders. He is also 9th grade advisor which means he supervises the weekly movies and chaperones on the 9th grade trip to Anchorage. He will return next year and plans on remaining in the district as long as possible.

Teacher C-5 is the bilingual teacher. He is in his 30's and has lived in this village all his life. He is married and has two children. He and his wife have an older home but modern conveniences and furniture. His wife is also the local Avon lady and does a good business up at the school.

9th and 10th Grades Class Schedule, School C

10th Homeroom (8:45-8:55) C-2 (M-F)

First Hour: Home Ec. C-1 (M-F)
Drafting C-2 (M-F)

Second Hour: Health C-3 (M-F)

Third Hour: Typing C-4 (M-F)
Industrial Arts C-2 (M-F)

Fourth Hour: Personal Finance C-2 (M-F)

Fifth Hour: P.E. C-3 (M-F)

Sixth Hour: Business Communications C-1 (M-F)

9th Homeroom C-1

First Hour: Typing C-4 (M-F)

Second Hour: Social Studies C-1 (M-F)

Third Hour: Bilingual C-5 (M,Tu)
English C-1 (W,Th,F)

Fourth Hour: Home Ec. C-1 (M-F)

Fifth Hour: P.E. C-3 (M-F)

Sixth Hour: Math C-2 (M-F)

School D

School D has a total of 89 students. There are 29 students in ninth grade, 22 in tenth, 28 in eleventh, and 10 in twelfth grade. It is taught by seven full-time secondary teachers. Each teacher has five classes and one preparation period. The school day is divided up into six periods of 50 minutes each. The students flow from one area to the next; no bells are rung. The school hours are from 9 a.m. to 3 p.m. with 35 minutes off for lunch.

The Staff

Teacher D-1 is 26 years old and married to D-2. This is her fifth year of teaching, her second year in this village. She is secondary certified in math and music and has a master's degree in math. She has signed up for another year here.

Teacher D-2 is about 31 years old, married to D-1, and comes from New Mexico. This was his eighth year of teaching, his second in this village. D-2 is certified in social studies. He has signed up for another year here.

Teacher D-3 is about 26 years old, married, and comes from Colorado. This was his second year in teaching, both years have been here. He has his secondary certificate in math (but he teaches science). He and his wife were offered teaching positions in a two-teacher school in another village for the coming year, but refused it and will return here next year.

Teacher D-4 is about 25 years old, married to D-5, and comes from California. This was his first year in teaching. D-4 is secondary certified in P.E. He will be returning here again next year.

Teacher D-5 is about 25 years old, married to D-4, and comes from Washington. This was her first year in teaching. She is secondary certified in business and P.E. She will be returning here again next year.

Teacher D-6 is 24 years old, married to D-7, and comes from California. She majored in dietetics, but does not have a teaching certificate. This was her first year teaching. She has been hired again next year, pending her enrollment in correspondence courses in education, and plans to return.

Teacher D-7 is 24 years old, married to D-6, and comes from California. This was his first year teaching. He is secondary certified in industrial arts. He will be returning here again next year.

There are others who work at the high school. Teacher D-8 is a Title I aide who works with math students. Teacher D-9, a Title I aide, works with the language arts and social studies classes. There are two bilingual instructors, each teach one high school class. One X-CED student taught two special ed. classes. Another faculty member taught special ed. second semester, and there was a student teacher in science.

Class Schedule for Fall Semester, 1977

First Period:	Algebra II (D-1 -- 6 students)
	Language Arts, 9-10 (D-2 -- 13 students)
	Language Arts, 9-10 (D-2 -- 15 students)
	Physical Education (D-4 and D-5 -- 34 students)
	Earth Science, 11-12 (D-3 -- 14 students)
	Industrial Arts (D-7 -- 9 students)
Second Period:	Algebra I (D-1 -- 19 students)
	Communication Skills, 11-12 (D-2 -- 14 students)
	Physical Education (D-4 -- 23 students)
	Typing I (D-5 -- 10 students)
	Language Arts, 11-12 (D-6 -- 19 students)
Third Period:	General Math (D-1 -- 16 students)
	Social Studies, 9-10 (D-2 -- 15 students)
	Typing II (D-4 -- 12 students)
	Earth Science, 11-12 (D-3 -- 17 students)
	Language Arts, 9-10 (D-6 -- 18 students)
	Industrial Arts (D-7 -- 10 students)
Fourth Period:	Social Studies, 9-10 (D-2 -- 16 students)
	Language Arts (D-2 -- 10 students)
	First Aid (D-4 -- 9 students)
	Business Math (D-5 -- 17 students)
	Eskimo Sewing and Cooking (D-3 -- 5 students)
	Home Economics (D-6 -- 12 students)
	Industrial Arts (D-7 -- 9 students)
Fifth Period:	Algebra II (D-1 -- 21 students)
	Creative Writing (D-4 -- 10 students)
	Recordkeeping (D-5 -- 18 students)
	Introduction to Science, 9-10 (D-3 -- 17 students)
	Home Economics (D-6 -- 12 students)
	Industrial Arts (D-7 -- 9 students)
Sixth Period:	Store Management (D-1 -- 12 students)
	Social Studies, 11-12 (D-2 -- 13 students)
	Physical Education (D-5 -- 23 students)
	Biology, 9-10 (D-3 -- 17 students)
	Home Economics (D-6 -- 13 students)
	Industrial Arts (D-7 -- 8 students)

Class Schedule for Spring Semester, 1977

(I do not have an accurate count of the number of students per class.)

First Period:	Language Arts, 9-10 (D-1)
	Language Arts, 1-10 (D-2)
	Industrial Arts, 11-12 (D-7)
	Yupik (Biling. Inst.)
	Physical Education, 11-12 (D-4)
	Typing II, 11-12 (D-5)
	Language Arts, 9-10 (D-3)
Second Period:	Algebra I, 9-10 (D-1)
	Language Arts, 11-12 (D-2)
	Language Arts, 11-12 (D-6)
	Physical Education, 9-12 (D-4)
	Typing I, 9-12 (D-5)
	Instroduction to Science, 9-10 (D-3)
Third Period:	Algebra II, 11-12 (D-1)
	Social Studies, 9-10 (D-2)
	Language Arts, 11-12 (D-6)
	Industrial Arts, 9-10 (D-7)
	Physical Education, 9-10 (D-4)
	Earth Science, 11-12 (D-3)
Fourth Period:	Social Studies, 11-12 (D-2)
	Home Economics, 11-12 (D-6)
	Industrial Arts, 1-10 (D-7)
	Social Studies, 9-10 (D-4)
	Social Studies, 9-10 (D-5)
	Earth Science, 11-12 (D-3)
Fifth Period:	General Math (D-1)
	Social Studies, 11-12 (D-2)
	Home Economics, 9-12 (D-6)
	Industrial Arts, 9-12 (D-7)
	Recordkeeping, 9-12 (D-5)
	Biology, 9-10 (D-3)
Sixth Period:	Band, 7-12 (D-1)
	Home Economics, 9-12 (D-6)
	Industrial Arts, 9-12 (D-7)
	Yupik (Biling. Inst.)
	Physical Education, 9-12 (D-4)
	General Business, 9-12 (D-5)

School E

School E has 32 students, both resident and boarding, in grades 9-12. During the afternoon schedule, the high school teachers also provide classes for 12 junior high school students in grades 7 and 8. The high school program is conducted by four full-time teachers and two part-time teachers (the junior high teacher and the special ed. teacher). The school day is divided into six periods which last for 58 minutes each. This allows the regular high school program to accommodate a mini-course program because the longer classes make it possible to fulfill the Carnegie unit requirement in a lesser number of days. Students move from classroom to classroom without the aid of a bell or buzzer.

Staff

Teacher E-1 is married, has two children, and is in his 30's. He and his wife, who teaches in the elementary school, have been teaching in Alaska since 1969. E-1 holds a MA in microbiology and a secondary certificate in science. The year before, he was very popular with the students since he coached basketball. However, his popularity has declined this year since he refused to coach again. It is expected that he will return in the fall as he owns a lot here and calls it home. The CSC recommended that the district transfer E-1 and his wife but they weathered the storm. Some of the local residents rallied to their support and the recommendation was rescinded.

Teacher E-2 is in her 20's and soon to be married. This is her first year teaching. She is from Iowa via Arizona, and has a MA in anthropology and education. She holds a secondary certificate in social studies and has spent two years doing curriculum development and teaching ABE in the southwest. She will return in the fall for at least another year.

Teacher E-3 is married and has two grown children. She came here from Missouri two years ago. While she teaches secretarial courses and home ec., she has a type A secondary certification. She does a lot of career education with the high school students. It is highly likely that she will return in the fall.

Teacher E-4 has been in Alaska for quite awhile. He went through the old Rural School Project in Fairbanks. He has been here since 1969 or '70. While teaching in the high school, E-4 has an elementary certificate. This year his teaching assignment was changed from English and social studies to vocational ed. The CSC strongly recommended his transfer. He left the district at the end of the school year and is now looking for a new position.

Teacher E-5 is a first year teacher. She is in her 20's and single. While she holds a secondary certificate in math, she taught junior high for half a day and French for the high school students for one hour every afternoon. She will probably teach math, French, and possibly music next year. A resident of the area, she will be back in the fall.

Teacher E-6 has a master's and certificate in special ed. He taught in another community under SOS. He teaches one high school class a day--advance math. This class is individualized and can be anything from remedial math to computers. The CSC heartily endorsed his retention in any capacity he desired, especially math and hands-on science. It is highly unlikely that he will return in the fall. It all hinges on whether his girlfriend can get certified, which is unlikely.

Community E High School Spring Semester Classes and Approximate Student Enrollment**

First Hour:	Gym (E-1 -- 20 students)
	Planning (E-2)
	Accounting (E-3 -- 3 students)
	Shop (E-4 -- 3 students)
Second Hour:	Alaskan Ecology (E-1 -- 12 students)
	STARS Communications (E-2 -- 13 students)
	Journalism (E-3 -- 7 students)
	Planning (E-4)
Third Hour:	Health and First Aid (E-1 -- 6 students)
	Anthropology (E-2 -- 15 students)
	Home Ec. (E-3 -- 8 students)
	Shop (E-4 -- 3 students)
Fourth Hour:	STARS Math (E-1 -- 15 students)
	American Studies (E-2)
	Planning (E-3)
	Junior High Gym (E-4 -- 12 students)
	French (E-5 -- 5 students)
Fifth Hour:	Planning (E-1)
	Junior High Social Studies (E-2 -- 12 students)
	Typing (E-3 -- 12 students)
	World Geography (E-4 -- 10 students)
	Advanced Math (E-6 -- 7 students)
Sixth Hour:	Junior High Science (E-1 -- 12 students)
	Literature (E-2 -- 15 students)
	Business Math (E-3 -- 7 students)
	Ground School (E-4 -- 2 students)

Besides the regular class offerings, five students were involved in a work experience program at various hours of the day while other students were taking correspondence courses or independent study courses from the teachers at the high school.

**The only significant difference between the Fall semester and the Spring semester was in E-2's third hour class which was Land Claims. Everything else was the same.

School F

All teachers, elementary, junior high, and senior high, participate in the secondary curriculum.

The Staff

Teacher F-1 is married, has two children, and is 26 years old. She received a master's in education from Harvard. She is certified in English/ language arts. She teaches home ec., graphics, college English, and social studies as content with language arts emphasis. She has helped develop many programs such as Upward Bound, curriculum development, home ec., and graphics in this REAA. F-1 taught here four years. This was her last year as a classroom teacher, as she has taken a leave of absence and is pursuing an administrative position.

Teacher F-2 is married, has two children, and is 32 years old. He received a BS in math at the University of Washington, and MA of education at the University of Wisconsin, Teacher Corp (Milwaukee). Prior to this community, he taught four years in Syracuse, Inner City School. He taught four years in this community with half year as teacher/principal. His teaching assignment was 4-6, but also taught high school math. He, too, has taken a leave of absence from the district to pursue a different field of work.

Teacher F-3 is married to F-4, has two children, and is in his mid-30's. He has a BS in biology, MS in bio. chemistry, and a MA in counseling and administration. He has taught in rural Alaska three years. He has the position of math and science teacher. He plans on returning here for another year.

Teacher F-4 is married to F-3, has two children, and is in her 30's. She has a BA in elementary education and a minor in secretarial administration; therefore, she teaches business education at the secondary level. She got into education because of her husband's occupation. She taught one year in another village prior to coming here, and also plans on returning here for the 1978-79 year.

Teacher F-5 is single and in his early 30's. He has a BA in social studies. He is also a minister. He taught previously with one year in Fairbanks. This was his first year in rural Alaska. He teaches social studies, math, health, and P.E. He plans on returning next year.

Teacher F-6 is single, has one child, and is 28 years old. He has a BA and BS in education with emphasis in voc. ed., industrial education, and English education. He is certified in secondary education. He taught voc. ed., mostly shop, and language arts. Mid-year he transferred to Kotzebue, Central Office, as housing director.

Class Schedule

First Period:	Language Arts (F-6, usually sub. -- 17 students)
	Advanced Language Arts (F-1 -- 8 students)
Second Period:	Consumer Math (F-5)
	High School Math (F-2)
Third Period:	Science (F-3 -- 10-12 students)
	Home Ec. (F-1 -- 8-10 students)
Fourth Period:	Social Studies (F-5 -- 5-10 students)
	Home Ec. (F-1 -- 8-10 students)
Fifth Period:	Shop and Advanced Voc. Shop (F-6)
	High School Use of Gym (F-5)
Sixth Period:	High School Gym (F-5)
	High School Shop (F-6)
	Graphics (F-1 -- 10 students)
	Typing (F-4 -- 5 students)
Seventh Period:	Health (F-5)
	Voc. Agriculture (F-3 -- 5 students)